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ABSTRACT

The study assesses expectations by the general public of a specific 2-year, post-high school institution of higher education, identified as a university branch, and sought to determine, insofar as they affected the role and mission of the university branch, (1) the public image of the university branch under study, (2) broad purposes and needs, and (3) the organizational plans, policies, and issues affecting the institution. Utilizing a random sample cross-section of 920 adults in Tuscarawas County, Ohio, the study gathered data by means of a special questionnaire designed to obtain personal interviews in the respondents' households. Summary tabulations were obtained and cross tabulations made with 17 demographic variables against 77 questions. The chi-square test was applied to examine the presence of dependent relationships. A stratified sample of community upper-socioeconomic influence groups was selected from the sample for response comparisons with the general public. Recommendations for the university branch campus regarding the research population are: (1) endeavor to utilize public expectations revealed in this study, (2) incorporate study findings in its institutional planning studies, (3) give priority to needs of older adults as well as youths, (4) continue to utilize local citizens advisory committees, and (5) cultivate its public communications program. (Author/HW)

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Paper Title: A Methodology of Random Sampling and Interviewing Adult
Expectations of a Two Year College

Program Abstract

A random probability sample of 920 adults provided the subjects of a study to assess public expectations of a two year post-high school institution of higher education identified as a university branch. The study sought to determine the role and mission, the public image, purposes, adult needs, and public reaction to certain policies, issues and organizational plans of the institution.

A unique method of random sampling was utilized to obtain household respondent addresses from the county auditor's records. A respondent selection procedure resulted in excellent representative sampling within the households based upon a formula developed by Leslie Kish and Roy Carter. This method provided a known probability of inclusion of every adult element of the population, and a procedure which could be applied in practice by a team of non-professional interviewers. A diagrammatic key took the selection of the respondent out of the hands of the interviewer to insure correct random probability procedures. A special questionnaire was designed for personal interviews in the respondent's household. Questions were largely of the short answer and forced choice format to facilitate response classification and computer coding.

Fifty-nine different interviewers were selected from among the best college students available. Criteria for interviewer selection were developed, training guides were printed and check lists provided to develop interviewer experience. Rigorous quality controls were implemented to minimize interviewer bias and to achieve a high degree of reliability and consistency of respondent participation. Data processing controls and procedures were developed to insure a high level of accuracy in coding, key-punching, and programming of data. Basic statistical procedures were applied to the data to obtain summary tabulations and to check the validity of the sample against census data. Cross-tabulations were made with seventeen demographic variables against seventy-seven questions. Chi-square tests were applied to examine the presence of dependent relationships. A stratified sample of community upper-socio-economic influence groups was selected from the sample for response comparisons with the general public.

Validity tests of the sample led the researcher to conclude that a highly representative and valid sample had been obtained. Meticulous adherence to rigorous sampling procedure, interviewer training, field procedures, controls, and data processing resulted in data of significant value with a high level of reliability. For example, precision with respect to age and geographic distribution at the .05 level of confidence was at 4% and 2% tolerance of error respectively.

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A METHOD OF RANDOM SAMPLING AND INTERVIEWING ADULT EXPECTATIONS OF A TWO-YEAR COLLEGE

Chapter III

The Problem

The purpose of this study was to assess general public expectations of a specific two-year, post-high school institution of higher education identified as a University Branch campus. Utilizing a random sample cross-section of adults in Tuscarawas County, Ohio, the study sought, in a broad sense:

1. to assess the degree of public awareness, support, and confidence in the Tuscarawas University Branch Campus of Kent State University. To determine attitudes and the public image of the extent to which there is public satisfaction with the current program of the local University Branch campus and the extent of satisfaction with the general performance of the institution.
2. to determine public expectations of perceived individual and community needs which contribute to life quality and satisfy basic wants and selected developmental tasks deemed appropriate to the role and mission of the University Branch campus.

3. to determine public expectations of purposes and programs that the supporting public could ascribe to the local University Branch campus. More specifically, it focused on broad public concepts of needs for post-high school education which should be met by the Kent State University, Tuscarawas Campus.

4. to determine public expectations and priorities for community services deemed appropriate to the role and mission of a University Branch campus.

5. to determine the extent of public understanding and the public's position on certain issues and policies of public debate in higher education relative to University Branches.

6. to determine the extent of public understanding and the public's agreement or disagreement with alternate organizational patterns proposed for University Branches in Ohio.

The objectives of this study were expressed in terms of hypotheses to be tested and a list of postulates to be demonstrated.

Assumptions

The assumptions upon which this study was based were: (1) the general public is sufficiently informed and interested to make a meaningful contribution to some of the significant issues of public debate going on in higher education in Ohio, (2) merit exists in seeking out the expressed needs and expectations of the supporting public since this is not only the democratic American way but

also it is essential to the future of any tax-assisted institution, (3) the study will have implications of value to statewide planning for the two year institutions of higher education in Ohio and for the University Branch as a concept, (4) an assessment of public expectations of a two-year, post-high school institution can contribute to local planning efforts and to branch campus administration, (5) the instrument and procedure used in this study provided data conducive to the purpose of the research.

Hypotheses

Based upon the assumptions stated and considering the differences of opinion expressed in various proposals for meeting public needs in higher education in the University Branch setting, the general hypothesis of this investigation was that no significant agreement exists on purposes, programs, and organizational structure for two-year, post-high school education in Ohio's Tuscarawas County University Branch District.

Null hypotheses were tested with respect to personal and background characteristics below:

- a. Residence (Distance from the Branch)
- b. Rural or urban residence
- c. Length of local residence
- d. Mobility, time at current address
- e. Level of education
- f. Occupation
- g. Union membership
- h. Religion
- i. Marital status
- j. Having dependent children
- k. Being the chief wage earner

- l. Income
- m. Age
- n. Sex

and two dependent variables

- a. Awareness that Kent State University operates the Branch
- b. Participation in adult education activities

Specific hypotheses for this study were:

- 1. H_0 There is no significant difference in public awareness of the Kent State University Tuscarawas Branch Campus among various population sub-groups.
- 2. H_0 There is no significant difference of public opinion about the extent to which the Tuscarawas Branch of Kent State University is providing satisfactory service.
- 3. H_0 There is no significant difference of public opinion about selected purposes which should be fulfilled by the Kent State University Tuscarawas Branch Campus.
- 4. H_0 There is no significant difference of public opinion in Tuscarawas County about selected policies affecting University Branches in Ohio.
- 5. H_0 There is no significant difference of public opinion about organizational patterns suggested for University Branches in Ohio.

Postulates

In addition data were gathered and analyzed to affirm or deny the following postulates. It was proposed that the study would show:

- 1. that generally the public is satisfied with current performance of the Tuscarawas County Branch Campus
- 2. that identification with a major university is more important

than local governing autonomy for the branch campus

3. that public favor will support an integrated comprehensive academic program at one campus as opposed to multiple separate specialized institutions (branch and technical college) in the same geographic service area

4. that a majority of the general public agrees on reasons for the offering of programs and services based on certain of Havighurst's Developmental Tasks as educational objectives

5. that unmet needs for higher adult education may be identified in the study

6. that the public desires a wider role for technical and adult education at the branch campus

7. that increased fiscal support will be expected from state sources with expressed reluctance to contribute local tax monies for capital improvements

8. that a flexible curricular structure adaptive to gradual growth into some third and fourth year offerings is preferred over the narrowly defined two year limit of community college offerings for baccalaureate transfer students

9. that public viewpoints differ on University governance versus local autonomy regarding participation in programming, selection of staff, and controlling budgets

10. that local community participation in setting purposes, objectives, and programs will be highly valued by the community participants
11. that a stratified sample from the upper socio-economic subgroup will, compared to the general population, exhibit significantly different degrees of response to certain key questions contained in this study
12. that information derived may enable generalizations and predictions about the general public's characteristics, beliefs, opinions, attitudes, and understandings about the role, programs, and services of the university branch

Design of the Study

To implement the purpose of the investigation, the study was developed in the following basic steps:

1. Identify and delimit the problem.
2. Devise a means of investigating the problem.
3. Test, refine and employ the data-gathering instrument.
4. Analyze and present the data.
5. Draw conclusions and make recommendations based on the data.

Studies have shown that reliable indications of a person's views can be

solicited from individuals.²⁰²

Hovland, et. al.,²⁰³ made an extensive study of communications and found that an individual's overt verbal responses will correspond to his implicit verbal responses if the conditions under which the individual answered specific questions follow an ideal pattern: the questions are good, the researcher has no authority over the individual who is answering the question, answers are kept anonymous, and the subject is told that differences of opinion are sure to exist.

The questionnaire interview method of collecting data was used in this study. The study was designed to collect data by means of a field survey based upon a random probability sample of adults age 18 and over.

A special questionnaire was designed for use in personal interviews in the respondents' household. A procedure was devised to obtain a random sample of 1400 households in the Tuscarawas County University Branch District. Then a procedure was adopted for objective respondent selection within the household. A total of fifty-nine interviewers were trained, and the interview questionnaire was field tested with a pilot model. After final revisions, controls were established; and 920 interviews were obtained. The data were then categorized and processed for key punching and subsequent computer analysis.

²⁰²George Gallup, "The Gallup Poll and The 1950 Election," The Public Opinion Quarterly, Vol. XV, No. 1 (Spring, 1951), pp. 16-22.

²⁰³Carl I. Hovland, Irving L. Janis, and Harold H. Kelley, Communications and Persuasion (New Haven: Yale University Press, 1953).

Basic statistical procedures were applied to the data to obtain summary tabulations, percents, means, and standard deviations on all questions. Census data were also used to check the validity of the sample against certain variables by means of the chi-square test. Cross-tabulations were made with 17 variables against the remaining questions. The chi-square test was utilized to illustrate the absence of dependent associations that would test the hypotheses.

A special stratified sample of the community upper socio-economic influence group was selected from the sample for response comparisons with the general public.

Data were processed by IBM computer equipment to yield print-outs in preparation for analysis.

Selection of the Population and The Probability Sample

Tuscarawas County defines a natural boundary for the study sample because it constitutes the population center for the service region of the Tuscarawas Branch Campus, it is the supporting political sub-division which raised funds to initiate the campus, and it provides 75 percent of the students attending the campus. Further, the majority of the county population core tends to be situated in the center of the county where the campus is located.

For the purposes of this study, it was necessary to develop a sample which would be representative of all segments and stratifications of the adult population of Tuscarawas County. It was found that no single source listed all

individuals residing in the county. Telephone directories, commercial directories, and the like are subject to both omissions and duplications. It was concluded that cost factors and the impossibility of listing all individuals would logically lead to the use of the "housing unit" as a valid sampling device. A properly executed random sampling of individuals selected on the basis of housing units appeared to be the most effective means of obtaining a wide range of representative community attitudes, beliefs, and characteristics.

Bias was minimized by use of a random probability sample determined through chance selection of geographically dispersed housing units. A rigorous respondent selection procedure was followed to select randomly one individual to be interviewed from each household.

It was found that the most precise listing of all housing units available in Tuscarawas County could be obtained from the county auditor's office. For purposes of this study, it was assumed that individual members of a household would generally tend to hold similar beliefs, knowledge, and values regarding higher education.²⁰⁴ Thus anyone interviewed in a given household was considered to be reasonably representative of the adults in that household. It was assumed that the use of housing units instead of individuals as the basis for selecting the sample does not significantly bias the data as long as only one

²⁰⁴ Charles H. Backstrom and Gerald D. Hersh, Survey Research (Evanston, Illinois: Northwestern University Press, 1963), p. 35.

person per household is interviewed and as long as each person in the household has a known chance of getting into the sample.²⁰⁵

The "housing unit" constituted the "sampling unit" for purposes of this study and thus provided the basis of the sample size. Census data indicate that there were an average of 3.1 persons per occupied housing units in Tuscarawas County.²⁰⁶

The U. S. Bureau of Census defines a "housing unit" as a house, apartment, or other group of rooms, or a single room where there is either private access or separate cooking facilities. People in one housing unit living separately from any other person in the structure constitute a "household."²⁰⁷

Use of the housing unit as a basis of random sampling was considered valid in Tuscarawas County because of the relatively stable population growth (1/2 percent change in ten years), the fact that the great majority were homeowners (74.1 percent) in single unit dwellings, and that the great majority of workers find employment in the county.^{208, 209}

²⁰⁵ Ibid., p. 34.

²⁰⁶ U. S. Department of Commerce, 1970 Census of Housing (Washington, D. C.: Government Printing Office, September, 1971), p. 29.

²⁰⁷ Ibid., p. 2.

²⁰⁸ Ibid., p. 29.

²⁰⁹ U. S. Department of Commerce, 1970 Census of Population, General Social and Economic Characteristics, Ohio, p. 37-758.

The technique of utilizing the household survey as the basis of gathering data was cited by the U. S. Office of Statistical Policy as irreplaceable "for developing general, descriptive statistics for the whole population of an area or neighborhood. It is also the only tool for measuring opinions, attitudes, aspirations, and other nonfactual attributes of the people in an area. It can uncover particular problems and given general insight."²¹⁰

Housing Unit Sample Selection Procedure

In order to secure data with a significant level of confidence and low tolerance of error, a sample was selected that would yield the opportunity to attempt interviews in excess of five percent of the occupied households in Tuscarawas County.

The size of a sample required to achieve a given accuracy of estimation is indeterminate before the researcher knows whether or not he has (1) a good random probability sample, and (2) a good normal distribution. Since these factors could not be assured beforehand, without undue expense, a minimum sample size representative of five percent of the County households was selected. According to Backstrom and Hursh, one could predict that a sample of 1400 should achieve a tolerance of error of three percent with confi-

²¹⁰Executive Office of the President, Bureau of the Budget, Household Survey Manual 1969 (Washington, D. C. : Government Printing Office, 1969), p. 237.

dence limits of .05, or four percent with confidence limits of .01.²¹¹ Because this research included all elements of the adult general population, it was recognized that variability in the population would require a large sample. Furthermore it was desirable to achieve a normal distribution of the population because of the intended use of the statistical procedure of utilizing mean scores for ranking purposes. Analysis of the sample confidence limits and tolerance of error were described in Chapter IV.

In order to develop a tentative sample computation, the United States, 1970 Census of Housing for Tuscarawas County was utilized.²¹² It was intended that only residential, year-round housing units would be sampled and that the sample selected should omit transient housing units such as motels, hotels, hospitals, and jails. Mobile homes were included in the sample as listed in the tax office license bureau. Census data estimated that there were 25,882 year-round housing units in 1969. From this total, 872 transient housing units were subtracted to obtain an anticipated tax office card total of 25,012 housing units. The selection procedure required use of a "whole number," which when divided into 25,012 would yield the nearest number of housing units desired for the sample. It was estimated that a skip interval of 18 would yield a study sample of 1389 housing units. The actual number of sampling addresses obtained was 1400, or five and one half percent of the total housing units in Tuscarawas

²¹¹Backstrom and Hursh, Survey Research, p. 33.

²¹²U. S. Department of Commerce, 1970 Census of Housing, p. 29.

County. The additional eleven units added to the size of the selected sample were assumed to reflect new housing which had developed during the interval between the census and the selection of the sample. It was anticipated that the selected sample would include vacancies of three to five percent; however, the selected sample contained eight percent (106) more households than required to attempt a sampling of five percent of Tuscarawas County households.

Selection of Households From Auditor's Records

Tax duplicate records of the Tuscarawas County Auditor indicated on 8 1/2" x 11" cards: the address, number of housing units, and the property owner. They were color coded so that commercial-industrial properties could be easily identified from those listing housing units. They were alphabetically arranged by township which permitted the assessment of the "distance factor" influence on respondent answers to certain questions.

The random sampling technique was based upon the use of the "skip interval" by going through the complete listing of the auditor's housing unit records and systematically selecting every eighteenth housing unit for the study sample. The starting point of eighth from the first listing was selected randomly from a box of chits numbered one through eighteen. The household selection procedure thus met the criteria of random probability by providing a known chance of every occupied Tuscarawas County household having an opportunity of being included in the sample. Selection of the individual to be interviewed in

each household will be discussed in the next section.

To minimize error in working with the tax files, two persons cross-checked the counting and interpretation of the tax cards. The county auditor's staff was helpful in interpreting certain cards listing a mixture of housing units. Multiple units were subject to the same skip interval with a standardized approach from left to right and counterclockwise in counting. Addresses were typed directly on address labels and duplicated for attachment to both survey forms and inventory control cards. The selection of the entire sample of 1400 households was completed in two consecutive days.

One disadvantage in the use of the tax duplicate was the fact that nearly one fourth of the households were occupied by renters rather than by their owners. Therefore it was not possible, nor intended, that the interviewer have the respondents' name in advance nor did he always have the name of the family residing in the household. Before interviewers were sent into the field, the locations of pre-listed housing unit addresses were verified by use of community and telephone directories, plat books, and county and city maps. Locating households was also facilitated by consulting with interviewers familiar with neighborhoods being surveyed. These procedures were designed to minimize the number of callbacks, reduce the temptation for interviewer cheating, and to save interviewer time.

Selection of the Household Respondent

To obtain an objective random sample of respondents from each randomly selected household, a procedure was used that was to satisfy two basic conditions of a random sample survey: (1) to provide a known probability of inclusion of every element of the population, and (2) to provide a method which could be translated into a procedure which could be applied in practice by a team of interviewers. The procedure utilized was devised by Leslie Kish,²¹³ adapted by Roy E. Carter, and later published by Backstrom and Hursh.²¹⁴ Conducting the interviews in the home was believed to contribute toward a satisfactory interview situation.

The interviewer was given pre-designated addresses of households where one respondent was then selected from each household by a fixed procedure. Use of this procedure had the advantage of taking selection of respondents out of the hands of the interviewers. The procedure attempts to give any one adult a known probability of being interviewed within a single housing unit. A respondent-selection key tells the interviewer which person to interview in the housing unit. Whatever the household composition, use of the key would indicate which person to interview based upon the number of adults residing there and how many of these

²¹³Leslie Kish, "A Procedure for Objective Respondent Selection Within The Household," Journal of the American Statistical Association, Vol. 44, No. 247, (September, 1949), pp. 380-387.

²¹⁴Backstrom and Hursh, Survey Research, pp. 50-59.

adults were men. Six alternative versions of the respondent-selection key inserted into the questionnaires in rotation were designed to provide a sample of adults of different sex and age relationships in the same proportion as they exist in the community. (See Appendix A.)

To facilitate field work, a face sheet was attached to each copy of the interviewer's survey form. The face sheet contained the case number, the address of the household, a respondent selection key, and other demographic questions. About half the time, the person answering the door would not be the person to be interviewed. If the correct respondent was not at home, interviewers were instructed to set up appointments to return when the intended respondent was expected to be home. Interviewers were encouraged to make as many as three attempts to obtain an interview. Callbacks were made at a variety of times in order to interview as many as possible of those selected for the sample. Calls were made days and evenings as well as weekends in order to provide access to respondents working a variety of hours. Vacancies and ineligibles were written off as "lost," "Not-at-homes," "refusals," and "failed to keep appointments" were assumed to be not too much unlike the people who were successfully interviewed. To be considered eligible for interview, at least one person in the household was required to be 18 years of age or older, a citizen of the United States, a regular resident of Tuscarawas County, and healthy enough to participate in an interview.

Development of the Survey Instrument

Survey questions were compiled which would assess factors pertinent to the purposes of the study. Specific survey questions were developed as a result of statewide concern in Ohio for certain issues having to do with the Regents' charge to the new University Branches to define their role and mission.

Questions were also designed to elicit current attitudes and opinions about the image of the Tuscarawas Branch Campus and reasons why selected services and educational objectives are, or should be, met by the Tuscarawas Campus. Respondents were asked for viewpoints about open access, financing, governance, and organizational patterns at the local and state levels; values and purposes of higher education; and the relevance of higher education to their personal lives.

The range of questions developed was intentionally broad in scope, for it was hoped that the data would reveal multi-faceted information and would easily lend itself to other research purposes. Not only would the data permit assessment of public awareness, understanding, and support of existing and planned educational services; but it would also help to identify goals and institutional services not being satisfactorily provided in the eyes of the public. Finally, it would provide a measure of public reaction to certain issues of state-wide concern.

Questions were structured and worded to minimize the possibility of habitual responses to a series and to retain respondent interest by utilizing a variety of question structures. The length of the questionnaire was determined after the pilot survey so that the interview time could be contained within a

reasonable period of thirty to forty-five minutes. Questions were largely of the short answer and forced choice format because of the fact that non-professional interviewers were to be used, to minimize interviewer bias, to reduce the task of response classification, to increase the comparability of data, and to permit pre-coding of the survey instrument. Questions of fact, opinion and attitude, level of information, and self perception were developed. The degree of intensity with which a respondent held his opinions was assessed by the use of scaled responses. The respondent was given the option of adding "other" categories to eleven forced-choice questions. Opened-ended questions were held to three.

The survey instrument was critiqued by colleagues, administrators, faculty, students, and branch trustees. Consultations were also held with selected departmental staff of Kent State University in the Departments of Education, Sociology, Psychology, and Research.

The layout of the interview questionnaire was sequenced to set the respondent at ease by opening with introductory questions about his length of residence and general awareness of the local campus. (See Appendix A.) Occasionally, filter questions were used to determine whether or not a respondent was qualified to answer a succeeding series of questions. A series of questions listing reasons for educational services were designed to assess not only the extent of respondent agreement on a Likert Scale but also to focus the respondent's thinking on the more significant issues to come later in the interview. A variety of questions provided an opportunity for the respondent to express his opinions, perceptions, attitudes, and beliefs about higher education

in the regional campus setting. A series of self-perception, forced-choice questions were included before the interview concluded with a series of demographic questions.

Classifications for demographic questions such as employment and education generally followed those utilized by the U. S. Bureau of Census. Demographic questions asked the respondent to provide information about his social and personal characteristics in terms of age, sex, education, income, marital status, occupation, household composition, race, residence, affiliations, and the like. These respondent characteristics were then utilized to check the representativeness of the sample against census data for the same characteristics in the population. The data were also used to compare responses by different demographic classes.

Six revisions of the survey instrument were made prior to the pilot study which was field tested on twenty-five randomly selected respondents outside the official sample. Interviewers of the pilot survey offered valuable critiques for improvement of the instrument.

Following the field testing, the final version was prepared in two matched formats. One format was for use by the interviewer with color coded directions at key points reminding the interviewer to "probe" for certain open-ended questions and to otherwise administer the interview. A color coded, bound respondent copy enabled him to read along with the interviewer to maximize his understanding of the questions and to minimize error and interviewer bias. (See Appendix A.) For many questions, however, the respondent was not

shown the categories of possible answers which were printed on the interviewer's copy.

Selection and Training of Interviewers

A total of 59 different interviewers was selected from among the better college students available at the Tuscarawas Campus. Initially, a list of prospective candidates was compiled of students whose grades were at the 3.00 (B average) level or higher. This list was submitted to a panel of adult members of the university staff and student leaders who knew the prospective interviewers best. The panel was to subjectively rate and recommend interviewers they knew personally. The panel membership consisted of administrators; faculty; student personnel officers; activities and advising counselors; and supervisors who employed students in the library, bookstore, and maintenance department.

The criteria by which interviewers were recommended included:

(1) intelligence, (2) personality, (3) friendliness, (4) openness, (5) communicative skills, (6) self-confidence, (7) general appearance, and (8) reliability. From a student body of nearly 900, 123 prospective interviewers were then extended an invitation to participate in the study and were offered payment for each completed interview. Those indicating an interest were required to complete a student interview form and submit to a personal interview. The interview generally lasted thirty minutes. During the course of the interview, an assessment was made of the students' interest and motivation. Those with obvious

handicaps and otherwise failing to meet the study director's standards were eliminated. Student interviewers indicated that they were interested in participating in the survey not only to gain experience in meeting people but also to be of assistance in the future developments of the Tuscarawas Campus. It was assumed to be advantageous to use college students as interviewers because of the fact that they were indigenous to the population being interviewed and because they had personal experience with the institution and an interest in its future.

Subsequently 59 interviewers in three groups were given a pair of three-hour training sessions. They received orientation and training regarding tactics; cautions, stock answers; use of the questionnaire; general policy; and a practice role-playing session. A 15-page written guide was provided for each interviewer and overhead transparencies were utilized throughout the training. The interviewer guide was developed from guidelines and checklists suggested by Backstrom and Hursh in Survey Research²¹⁵ and Kahn and Cannel in The Dynamics of Interviewing.²¹⁶ The questionnaire was reviewed item by item, and interviewers were apprised of the controls which would be in effect for controlling interviewer bias and for handling survey materials. Interview role-playing

²¹⁵ Backstrom and Hursh, Survey Research, pp. 128-151.

²¹⁶ Robert L. Kahn and Charles F. Cannell, The Dynamics of Interviewing (New York, New York: John Wiley and Sons, Inc., 1957), pp. 233-252.

practice was accomplished in teams of three with interviews being rotated in the three positions of respondent, interviewer, and evaluator.

To help the trainee focus his attention on the most significant aspects of the interviewer's job and to help him to become more sensitive to the interactions of the interview process, a rating scale was devised and used by the fellow student evaluator in the practice training session. Kahn's scale was adapted and modified for purposes of this study.²¹⁷ This scale was not used to evaluate the interviewer's effectiveness; however, it was thought that its use served to motivate better interviewer performance. A sample of the form was included in Appendix B. The final training was accomplished by means of the pilot survey. Interviewers were encouraged to submit suggestions for revisions of format and phraseology. Interviewers trained in the second and third groups were given practice survey households that had been selected outside the official sample.

Implementation and Interview Controls

To obtain the best interview quality possible, interviewers were selected from among the better college students available. They were trained thoroughly, and quality was reinforced with the incentive of a payment reward system. Interviewer cheating was minimized by use of a respondent evaluation rating card on which the respondent indicated whether or not the correct person had been interviewed

²¹⁷Ibid., p. 241.

in the household and whether or not the interviewer had appeared to bias or influence the respondent. This rating card was mailed to the respondent immediately after the interviewer returned the survey form to the research office. Follow-up contacts were made to obtain the rating cards, and payment was not made to the interviewer until the card was returned. Since only two of 920 respondents indicated a bias rating of their interviewer, it was concluded that the interviewer training had been adequate and that little interviewer bias influence was identified by the respondents. Interviewers also knew that follow-up phone calls would be made to randomly selected respondents to verify that correct procedures were applied to each respondent. Interviews were restricted to a personal face to face basis, and telephone interviews were not permitted.

A daily reporting system was utilized to follow up regularly on the various stages of progress by each interviewer. Interviewers were not permitted to keep survey forms in the field for more than four weeks. If a given interviewer was not able to complete an interview due to time conflicts, other interviewers were assigned.

An interviewer report form was utilized by which interviewers could report unusual circumstances and experiences which might be of benefit to others in the conduct of the survey.

All survey instruments were given case numbers, and all related control data cards were co-numbered. Careful record keeping was maintained on the dates during which surveys were sent into the field and returned completed.

Additional data was kept on the number of callbacks required to accomplish an interview. Records on each interviewer enabled the researcher to make a visual assessment of each interviewer's progress. The extent of his refusals and volume of work accomplished compared to others could be seen at a glance. The interview program was implemented over a period of ten months from August, 1971 through May, 1972.

Data Processing Controls and Procedures

Duplicate household address labels were printed and affixed on each survey instrument and on each matching control card. The address labels also carried case numbers for the entire sample. The control cards were utilized to record the interviewer number, the date out and returned, and final disposition of each case.

When interview questionnaires were taken to the field by the interviewer, each interview form had an envelope attached with the case number affixed. The respondent was asked to record on the envelope his name and complete address so that a verification card could be sent to him by mail from the research office.

A sample of the rating card is included in the Appendix. The returned questionnaire was checked for completeness. The respondent was mailed a return reply verification card on which was noted the approximate length of interview, date of interview, name of interviewer, and the respondent's relationship in the household according to the "respondent selection key." The respondent was thus to verify the legitimacy of the survey, to indicate whether or not the

correct person had been interviewed, and to check whether or not there was evidence of interviewer bias during the interview. Follow-up requests were made for the verification cards and were motivated with the information that the interviewer would not receive payment until receipt of the card. This resulted in a 100 percent return of verification cards.

Coding of Data

As soon as the first one hundred questionnaires were received, open-ended question responses were categorized for code punching on data cards. Coding and recording for key-punching on summary sheets was accomplished by utilizing a survey instrument reader and a recorder. This procedure helped to reduce recording errors and helped insure consistency in the categorizing of responses. The recorder used a master-key overlay of the key-punch form to insure accuracy in recording. Each questionnaire required two key-punched IBM cards. After cases were keypunched, printouts were again verified against the original questionnaires, and corrections were made. A total of 225 key-punch or recording errors were corrected. The error was 0.15 percent in a total of 145,320 punch items.

Stratification of Upper Socio-Economic Leadership Influence Group

Although the essence of this study was to obtain data from a representative cross section of the entire general population in the scope of this study, it

was also deemed valuable to identify the hypothetical upper population element of the socio-economic group which might be presumed to exercise leadership, power, and influence in the community. The responses of this group, as an analytical variable, could then be compared against the total general population to assess significant differences of response to critical questions.

The stratification was not intended to identify the prestige status grouping nor social class per se but rather to identify those in the community who would ordinarily occupy positions of influence and power and are generally identified as the doers that are well enough informed to help determine public policy in such matters as higher educational opportunities in their community.

A search of sociological literature on social class stratification was made. It was subsequently found that there is some disagreement among sociologists about the validity of the two most frequently utilized indices for the theoretical development of social class measurement. Authorities, Haug and Sussman, argue that "as social class measures, the Duncan S. E. I. [Socio-Economic Index] is unsuitable and the Hollingshead Index outdated."²¹⁸ Yet they agree that "Although social class is often a critical factor in sociological research . . . as a measure analytical barrier . . . there is no measure of class generally agreed upon or utilized by American sociologists."²¹⁹

²¹⁸Marie R. Haug and Marvin B. Sussman, "The Indiscriminate State of Social Class Measurement," Social Forces, Vol. 49, No. 4 (June, 1971), p. 561.

²¹⁹Ibid., p. 549.

The primary components of both Duncan's and Hollingshead's scales are based upon occupation with the addition of education to the two-factor index of social position developed by Hollingshead. Both schemes, however, rank the generally acknowledged highest levels of occupation in the top class and the lower levels of occupations in the lower class standing.

Hunter, in his study on Community Power Structure, identified individuals of power influence in prominent positions of business, government, civic associations, and society activities. He concluded that these are the decision makers for the total community, that is, persons of dominance, prestige, and influence.²²⁰

A study by Perucci and Pilisuk noted the absence of explicit, testable theory of structure as a persistent difficulty of community power research. Their study examined community power structure in terms of interorganizational ties. They found that "persons holding executive positions in many organizations . . . are likely to (1) be identified as involved in past community issues of major proportions; (2) be identified as having a general reputation for power; (3) be similar in their views on community issues; (4) see each other socially; and (5) be identified as powerful from sociometric power choices."²²¹

²²⁰ Floyd Hunter, Community Power Structure (Chapel Hill, North Carolina: The University of North Carolina Press, 1953), pp. 6-11.

²²¹ Robert Perrucci and Marc Pilisuk, "Leaders and Ruling Elites: The Interorganization Bases of Community Power," American Sociological Review, Vol. 35, No. 6 (December, 1970), pp. 1040-1056.

It was desired that the stratification should yield the persons who have the most education, the highest incomes, who are most active in community organizations, and who have the most prestigious occupations; these could be regarded as representative of the elite group who exercise power and influence in the community. In the stratification of the Tuscarawas community leadership influence element, it was concluded that none of the existing models could be applied and that they were not adequate to the purposes of this study. Therefore, in order to sort out the desired group by machine analysis, a set of qualifying criteria was selected. Then, those who did not meet the standard prescribed for each of five criteria were sorted out of the total interview population of 920. See Table 2 on Stratification.

Upon completion of the elimination card sorts, the upper socio-economic influence group included only those who ranked in generally regarded top occupations, earned an income of \$10,000 or more, were the more active people in terms of community service and group affiliations, were the chief wage earner of the household, and had an education of at least a high school graduate or better. The stratified group numbered 50 or about 5.4 percent of the total sample of 920. Hereinafter they will be referred to as the upper population (UP) group for purposes of this study.

It was assumed that the stratified group represented and included leaders who hold positions as presidents of companies or chairmen of boards or who have professional positions of some prestige. It was further assumed that some of the major social, economic, and political interests of the community would be

TABLE 2

RESPONDENT STRATIFICATION FOR "UPPER POPULATION"

Demographic Variable	Criteria
Occupation	Professionals, technical, managerial, and officials (16% of the sample met this criterion)
Family Income	\$10,000 or more (29% of the sample met this criterion)
Organizational Group Activity	Holds membership in two or more community organizations other than church membership (35% of the sample met this criterion)
Chief Wage Earner	(53% of the sample met this criterion)
Education	Minimum education was high school graduation (62% of the sample met this criterion)

Note:

A sub-group called the upper population, was obtained from the total sample. The upper population group could be considered to be representative of the upper socio-economic, community leadership element of the sample. The sub-group was obtained by stratifying the total sample of 920 according to membership by the above criteria. To qualify for inclusion in the upper population (UP), unidentified respondents met minimum criteria of all five demographic variables listed above. The number obtained was 50, (5.4 percent of the sample) hereinafter referred to as the upper population (UP) for the purposes of this study.

represented. Thus for the purpose of this particular insight in this study, it was expected that the stratified group obtained would enable useful comparisons of responses to certain questions. The upper population sub-group was not cross-tabulated against demographic variables as was the general population's response for each question. Only basic data of sums, percents, and means were tabulated for the upper population sub-group.

In the stratification it was not possible to accurately exclude all non-power influence people nor to include all power influence people who might be found in lower socio-economic groups. Neither did the stratification permit identification of relationships among the power influence respondents who were included in the stratification, nor was it possible to identify the real "doers."

The rationale for selection of the demographic criteria specified was based upon the desire to exclude non-community influentials. Stringent criteria could have led to error by excluding some who would otherwise be in the top socio-economic power influence group, particularly women since many women would not qualify as chief wage earners. Only three women, six percent, appeared in the upper population group. Were the stratification to be done again, the "chief wage earner" variable would not be included as a criterion. Nevertheless this researcher believes that the "upper population" stratification is not unduly biased because of the fact that the "wage earner" variable ranked among the lowest, 14 of 17, in terms of the number of cross-tabulated questions with which it exhibited a significant dependence relationship. (See Appendix C.)

Collapsed Demographic Variables

As indicated earlier, hypotheses were tested with respect to certain personal and background characteristics of the general population. The tests were to be made by cross-tabulating survey questions against certain personal and background characteristics.

Since many of the demographic variables had a large number of categories, it was necessary to collapse them into groupings which could be used not only to provide an adequate number of responses in each cell for statistical treatment but also to simplify analysis. See Table 3 which shows the variables with the collapsed meaning and percentage of the total sample population involved in each portion of that particular variable. Cross-tabulations enabled analysis to determine whether or not a relationship existed between the demographic variables and survey questions. After each of the demographic variables had been collapsed and cross-tabulated against each of the remaining questions in the survey, each pair of variables was examined with the chi-square test. Each of 77 questions had been cross-tabulated in turn with every one of the 17 demographic variables.

The number of dependent relationships exhibited by each demographic variable was summed up vertically and shown in Appendix C, Table 56. Additionally, the number of demographic variables having a dependent relationship to each question were summed up horizontally in the same table. This table provides a cross-reference listing of relationships between 17 collapsed demographic variables and 77 question variables. This table illustrates both the

TABLE 3

RANKED RESPONDENT DEMOGRAPHIC VARIABLES COLLAPSED INTO CATEGORIES

Variable	Category
Education	1-0-11 years (non high school graduate) (38%) 2-high school graduate (46%) 3-1 or more years of college (including Graduate and professional) (16%)
Family Income	1-0-\$6,999 (39%) 2-\$7,000 to \$14,999 (46%) 3-\$15,000 and over (15%)
Awareness: respondent knew that Kent State University operates Tuscarawas University Branch	1-knows (85%) 2-does not know (15%)
Occupation	1-professionals, managers, officials, clerical and sales (21%) 2-farmers, craftsmen, foremen, service laborers (31%) 3-housewives, students, retired, unemployed, disabled (48%)
Age	1-18-39 years old (38%) 2-40-64 years old (43%) 3-65-85+ years old (19%)
Adult Education Participation (post high school non-degree)	1-none (57%) 2-was an adult education participant in one or more activities (43%)
Community Involvement—in organizations	1-none (40%) 2-one or two (41%) 3-three or more (19%)
Dependent Children	1-none (48%) 2-one or more children (52%)
Distance Factor—how far respondent lived from Tuscarawas Branch	1-Township 1 radius, 0-4 miles (28%) 2-Townships 2-8 radius, 5-12 miles (42%) 3-Townships 9-22 radius, 13-20 miles (30%)
Rural-Urban Residence	1-rural (48%) 2-urban (Dover, New Philadelphia, Dennison, Uhrichsville) (52%)
Sex	1-male (44%) 2-female (56%)
Mobility—current address	1-0-9 years (45%) 2-10 or more years (55%)
Marital Status	1-married (72%) 2-not married (28%)
Chief Wage Earner	1-yes (53%) 2-no (47%)
Length of Residence in Tuscarawas County	1-0-20 years (22%) 2-lifetime resident (78%)
Union Membership	1-yes (40%) (now or in past) 2-no (60%)
Religion	1-protestant (79%) 2-Catholic (12%) 3-other or none (9%)

Note:

Percents following each category were of the sample population in respect to that portion of the listed variable. Original variable categories may be found in the questionnaire in the appendix. Variables were ranked according to the number of times that significant relationships were found to exist with each survey question at a level of confidence of .05 or greater.

level of confidence for each question/demographic variable dependent relationship and the number of dependent relationships found to exist for each question and each variable. In this Table the reader will find reference to dependent relationships not illustrated in the analysis of data, Chapter IV. The demographic variables were then ranked according to the frequency of their dependent relationships with survey questions. (See Appendix C.) Table 57 identifies demographic cross-tab variables in rank order and lists the number of occasions that the collapsed variable was of significance at the .001 level, .01 level, and .05 level. Dependent relationships were found on 328 occasions at the .001 level; 166 at the .01 level; and an additional 177 occasions at the .05 level of significance with the chi-square test. It will be helpful for the reader to make reference to the two tables listing the ranked 17 variables which had been collapsed and cross-tabulated against other questions in the survey.

The following comments serve to describe and define categories within each of the collapsed variables. Each may be found in its original format in the questionnaire in the Appendix.

Education. The several classifications of level of education of each respondent were collapsed to three levels: I--those who had less than a high school education; II--those who were high school graduates; and III--all who had one or more years of college experience through graduate and professional degrees.

Family Income. Family income was grouped in three levels: I--from 0-\$6,999 in the low income group; II--\$7,000 to \$14,999 in the middle income group; and III--\$15,000 and above.

Awareness. A question was selected from the awareness group of questions in the survey instrument, specifically to separate those who knew from those who did not know that the Tuscarawas Branch Campus operated under the auspices of Kent State University. Category I included 85 percent who were aware of Kent State University auspices in the first classification; and II, in the second classification 15 percent did not know of Kent State University auspices.

Occupation. Occupational groups were classified in three levels: I--those who were in the upper level (professionals, managers and officials); II--those who had for the most part the middle and lower level jobs (farmers, craftsmen, foremen and laborers); III--those who were unemployed or were housewives, students, retired, or disabled.

Age. The age variable was collapsed into three groups: I--the younger adults from 18 to 39 years old; II--the middle age adults from 40 to 64 years old; and III--the senior citizens from 65 years and beyond.

Adult Education Participation. The variable on Adult Education Participation included category: I--those who claimed none; II--those who claimed some post-high school, non-college degree type of educational activity, which could be considered within the definition of adult, continuing education activities. This information was key-punched from Question 66 (Appendix A.)

Community Involvement. Community involvement in organizations were classified into three groups: I--those who are in none; II--those who have membership or involvement in one or two clubs, organizations, or service groups; and III--those

involved in three or more. This information was key-punched from Question 72 (Appendix A.)

Dependent Children. Dependents as a variable included those who had no dependent children in category I; in category II were those who had one or more children under age twenty-one.

Distance. The distance factor was concerned with the approximate location of the resident in terms of radius of mileage from the campus by township. The townships were listed in Table 6 numbered one through twenty-two and may also be seen in Figure 1 of the Tuscarawas University Branch District Map.

(Appendix B.) Category I included only Goshen Township residents; the campus is located within a radius of approximately 0-4 miles; category II included those who lived within a radius of 5-12 miles, in townships two through eight; and category III included those who lived approximately 13 to 20 miles away in townships nine through twenty-two.

Rural/Urban Residence. In category I were those who were in rural areas; and in category II were those who were urban residents of cities--Dover, New Philadelphia, Dennison, and Uhrichsville.

Sex. Category I, male; category II, female.

Mobility/Current Address. Though not a true measure of mobility, this variable provided a rough indication of mobility and differs from length of residence in reference to current address as compared to county area residency, i.e., the respondent may have lived in the county all his life but have moved within the county. Mobility was implied by the number of years that the respondent had

lived at his current address. In category I were those who had lived at this current address from 0-9 years; in category II were those who had lived there for ten or more years.

Marital Status. Category I, married; category II, not married.

Chief Wage Earner. The chief wage earner variable was simply limited to respondents who indicated that I, they were; or II, were not the chief wage earner in their particular household.

Length of Residence. Length of residence in the county was categorized by those who had lived in Tuscarawas County for 0-20 years in category I; and those who were lifetime residents, in category II.

Union Membership. Category I included those who had indicated union membership at some time during their lifetime; category II were non-members.

Religion. Religion was classified into three groups: I--protestant; II--Catholic; III--all others including those who did not claim a religious faith.

Statistical Techniques

At the Ohio State University, the availability of a computer and programming services for statistical analysis of the data greatly simplified the task. Interview questionnaire responses were tabulated from 920 respondents and provided the source for the tables which illustrate the chapter. Data output from computer analysis were provided in several formats. Basic statistical summary provided numerical tabulations for all responses, percents, means, and chi-square tests between questions and collapsed independent demographic

variables.

Percentages were used as descriptive measures in interpreting and reporting findings. To augment the degree of clarity in identifying the cross-tabulated variables, the reader will find a list of the collapsed independent demographic variables in Table 3 in the previous section. The independent demographic variables when cross-tabulated with responses to questions were also identified in each table presented in the analysis, Chapter IV.

In order to determine the extent to which the obtained sample was representative of the total population, demographic data obtained in the sample were compared with 1970 U. S. Census Data. The statistical procedure in the present research is a standard application of the chi-square test. The technique used here was of the goodness-of-fit type, and it was used to test whether or not a significant difference existed between the observed number of responses in each of the various demographic categories in the study and the expected number based on the null hypothesis that no significant difference exists between certain data in the sample and census data.

Another application of the chi-square technique was utilized to test independence or association of certain demographic variables cross-tabulated with responses to selected questions. In this class of tests, the hypothesis that two variables are independent of each other is tested. The same formula stated below also applies to this test. For this study, observed chi-square values were calculated for cross-tabulated data by a computer program.

The chi-square (χ^2) technique tested whether the observed frequencies were sufficiently close to the expected ones which would have likely occurred under the null hypotheses, (H_0). The formula can be shown for testing the null hypotheses with the chi-square technique, as follows, where O equals the observed number of responses and E the expected number:

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

If in the test of whether to accept or reject the null hypotheses, the probability of occurrence is significantly small, then the particular null hypothesis under consideration can be rejected. If not, then it must be accepted as stated. For the purpose of checking the sample data against census data, only the significance level of .10 or less was used; however, notation was made of actual significance levels obtained. Siegel summarizes the matter of significance level by stating that if the probability associated with the occurrence under H_0 , i. e., when the null hypothesis is true of the particular value yielded by a statistical test is equal to or less than the level of significance, we reject H_0 and accept H_1 , the operational statement of the research hypotheses.²²²

The second application of the chi-square test was to determine the existence of dependent relationships between cross-tabulated question responses and certain personal and background characteristics. Computer processed observed

²²²Siegel, Nonparametric Statistics For The Behavioral Sciences, p. 8.

chi-square values were compared to table values for the respective degrees of freedom (df) for each variable. This comparison illustrated the associated probability of occurrence under hypothesis (H_0). In interpreting the chi-square values obtained, only those showing a level of confidence of .05 or less were recognized to reject the null hypothesis. Siegel states that, "roughly speaking, the larger chi-square is, the more likely it is that the observed frequencies did not come from the population on which the null hypothesis is based."²²³ When observed chi-square values were greater than table values with levels of confidence of .01 and .001, the hypothesis could be rejected with a fair degree of confidence that the responses to survey questions exhibited a relationship of dependence upon the demographic variable.

It was indicated earlier that the size of a sample required to achieve a given accuracy of estimation is indeterminate until the researcher knows that two conditions are satisfied, that he has (1) a good random probability sample and (2) a good normal distribution. Analysis of the data in Chapter IV demonstrated that certain demographic variables met these criteria. In order to perform a statistical check on tolerance of error, data from the two most objective demographic variables--geographic and age distributions--

²²³ Ibid., p. 43.

were applied to the Tchebycheff inequality formula given as:

$$\text{prob. } (|M - \mu| < .1 \sigma) \geq 1 - \frac{\sigma^2}{N(.1 \sigma)^2}$$

Tchebycheff, a Russian mathematician, proved the general principle above, showing a close connection between the size of deviations from the mean and probability, holding for distributions having finite expectation and variance.²²⁴

Computations utilized computer processed standard deviations and means. Results were listed in Chapter IV.

²²⁴ William L. Hays, Statistics (New York: Holt, Rinehart and Winston, 1963), p. 205.

CHAPTER IV

ANALYSIS OF DATA

This study identified certain public expectations of a university branch campus in a specific case study of the Tuscarawas University Branch of Kent State University in New Philadelphia, Ohio. During the 1971-1972 academic year, this writer developed a personal interview instrument, selected and trained a team of interviewers, and directed the field work in conducting interviews of a random probability sample of the Tuscarawas County, Ohio, general adult population, age 18 years and over. Usable interviews were obtained from 920 participants regarding: (1) their awareness and confidence in the existing university branch campus; (2) their expectations (opinions and attitudes) of the Tuscarawas Campus in terms of purposes to be served, further translated into programs and services; and (3) their opinions and attitudes about certain policies, issues, and organizational patterns. These three categories of data were incorporated in hypotheses to be tested and postulates to be demonstrated as described in Chapter III.

Data gathered from these interviews are presented and discussed in this chapter. Before presenting data pertinent to the hypotheses and postulates, certain demographic data were analyzed to determine whether or not the sample obtained was representative of the total population of Tuscarawas County. Data from the 1970 U. S. Census were utilized for comparison bases with the chi-square test. For a thematic presentation, questions from the interview data

were grouped in a profile basis of analysis under the following ten sub-headings: (1) a general profile of the survey population, (2) awareness of the university branch, (3) confidence in the university branch, (4) identified personal needs, (5) public expectations of the University Branch to meet societal needs, (6) public expectations for academic programs, (7) public expectations for services, (8) selected concerns for public policy, (9) issues of public debate, and (10) community preferences for University Branch governance and organizational pattern. The grouping of question responses was presented in a different order than occurred in the interview; however, each question is identified by the same number found on the survey instrument shown in Appendix A.

Interview questionnaire responses were tabulated from 920 respondents and provided the source for the tables which illustrate the chapter. Data output from computer analysis were provided in several formats. Basic statistical summary provided numerical tabulations for all responses, percents, means, and chi-square tests between questions and collapsed independent demographic variables.

Information in this chapter deals with the comparative analysis of each of the general population and upper population groups in respect to opinions and attitudes held by respondents. (See Chapter III.) Responses of the general population for certain questions were cross-tabulated against certain personal and background characteristics. Interview participants had been presented with a series of questions to determine their opinion and attitude about the purposes, the job being done, and policies and issues affecting the Tuscarawas Branch Campus.

While being interviewed, the respondent had in his hands an abbreviated copy of the interview questionnaire to aid in his understanding and interpretation of questions being asked. (See Appendix A.) In respect to the opinions and reasons, respondents were requested to indicate their agreement or disagreement by indicating the appropriate response on a five point Likert scale ranging from strong agreement to strong disagreement. Computation of the scores in terms of numerical value, percents, and means permitted several analyses of the data. A measure of intensity of agreement or disagreement could be obtained by utilizing the mean score which in effect constituted a composite weighted score for each question. The purpose of ranking certain groups of questions was to establish the relative importance of each question and to permit bases of comparison. Question formats included these variations: questions answered by a simple "yes or no," by ranking choices, by selection of choices, or by a statement.

After the initial computer analysis of the 77 question variables, independent demographic variables were collapsed to groupings which were used to provide an adequate number of responses in each cell for the statistical treatment and to simplify analysis. This permitted analysis to determine whether or not there was a significant relationship between the various questions and certain demographic variables. Additionally, a special stratified sample of community, upper-socio-economic influence group was selected from the sample for response comparisons for the general public in terms of numerical tabulations, percents, and mean scores. The upper population (UP) group was not cross-tabulated.

Validity Test of the Sample

In the conduct of this study of Public Expectations of a University Branch campus, it was the objective of the researcher to obtain data of significant value in order that the conclusions drawn would have a high level of reliability. This would require a representative, valid sample. The methods and discipline by which this objective was pursued were described in Chapter III. In brief, the process involved the selection of a large sample for the purpose of a greater yield of precision, a rigorous sampling procedure to obtain a good random probability sample, the use of well trained interviewers, utilization of an objective interview instrument, and careful controls throughout the field work and the processing of data. Only to the extent that one can specify the degree to which confidence of the estimate is reliable can one draw reasonable conclusions and test the hypotheses in question.

In order to obtain a significant sample of the population, the total number of surveys attempted was 1400 or 5 1/2 percent of the estimated 25,012 housing units in Tuscarawas County. The actual number of usable surveys obtained was 920 or 66 percent of those attempted. This survey represented 3.74 percent of all households excluding institutions, motels, hospitals, transient housing, and correctional institutions. In Table 4 it may be observed that three percent of the housing units were found to be vacant; there were no qualified adults in one percent; 14 percent refused to participate in the survey; in 15 percent of the housing units no one was at home, and they could not be reached after a minimum of three attempts; and one percent of potential respondents failed to keep their appointments.

TABLE 4
RESULTS OF SURVEY INTERVIEW ATTEMPTS

Total Qualified Households Identified in Tuscarawas County	25,012	
Number of Households Identified and Attempted	1,400	
Percent of total county Households Included in Random Sample	5.5%	
Percent of county Household Interviews Obtained in Sample	3.7%	

	N	%
Interviews Attempted.....	1,400	100
<u>Reasons for No Interview</u>	<u>N</u>	<u>%</u>
Vacant.....	46	3
No Qualified Adults.....	18	1
Refused.....	196	14
Not At Home.....	207	15
Failed to keep appointment...	13	1
Interviews Not Accomplished.....	480	34
Interviews Accomplished.....	920	66
	1,400	100

Notes:

Vacant means that the household was not occupied and may have been for rent, for sale or condemned. No qualified adults means that none in the household were U. S. and Tuscarawas County resident citizens, age 18 or over, physically capable of holding an interview.

The apparent high refusal rate of 14 percent might have been caused by expressed lack of interest in the topic of higher education and a popular resistance to surveys caused by the lack of public trust in some surveys which are no more than disguised sales approaches.²²⁵ The 15 percent of households where the respondent was not at home were followed up with a minimum of two additional callbacks; however, the expense of follow-up inhibited further attempts to find the correct person at home. In total, 34 percent of those interviews attempted were not completed. (See Table 4.) The magnitude of the effort to obtain usable interviews is indicated by the total number of calls and callbacks. To obtain 920 usable interviews, 1503 calls were made; and another 1127 calls were made on the 480 households where interviews were not obtained. Thus a total of 2,630 calls were made by the interviewing team during the course of the survey. The interviewing program was conducted from August 1971 through May 1972.

To simplify the validity check on the sample, the study was confined to the geographical boundaries of Tuscarawas County. Census data were readily available on a county-wide basis for several variables. Furthermore, Tuscarawas County represents the political subdivision which raised funds to initiate the construction of the campus and provides 75 percent of the students attending the campus. Finally, the majority of the county population core tends to be situated in the center of the county where the campus is located.

²²⁵W. Donald Rugg, "Interviewer Opinion on the 'Salesman as Interviewer' Problem," Public Opinion Quarterly, Vol. XXXV, No. 4. (Winter 1971-1972), p. 626.

To obtain a cross section of the total population of Tuscarawas County, the housing unit was used as a sampling device; and a respondent selection procedure was utilized to determine the individual to be interviewed within the housing unit. It was assumed that the use of housing units instead of individuals as a basis for selecting the sample did not significantly bias the data as long as only one person per household was interviewed and as long as each person in the household had a known chance of being included in the sample. Furthermore, it was assumed for the purpose of this study, that individual members of the household would generally tend to hold similar beliefs, knowledge, and values regarding higher education. The procedures followed in selection of the household and the household respondent may be found in Chapter III.

In order to determine the extent to which the obtained sample was representative of the total population, demographic data obtained in the sample were compared with 1970 U. S. Census Data. The statistical procedure in the present research is a standard goodness-of-fit application of the chi-square test, and it was used to test whether or not a significant difference existed between the sample and the census data.

The distributions of the respondent's attributes were compared for the proper fractional representation against 1970 U. S. Census data. The data from the sample were compared to the U. S. Census Data for eight characteristics. They were summarized in two categories. The first category is restricted to the most objective aspects of the demographic data: these aspects included the geographic location of the household by township, the age distribution of the

respondents, the male-female ratio, and the marital status of the respondent. (See Table 5.) Those in Category I were regarded as being the least subject to bias, feelings, or personal judgments. Category II included the variables considered to have subjective aspects: these aspects included urban or rural residence, income level, occupational classification, and level of education. These variables were all judged to be somewhat more subject to bias of one or more of the following: the participant, the interviewer, the coding recorder. Subsequent references will be termed, therefore, as Category I objective demographic data and Category II subjective demographic data.

Acceptable levels of confidence at the .99 or greater level were found in three of the four Category I objective demographic data. These included: geographic location, age distribution, and marital status. The ratio of male to female indicated a definite sex bias. The sample obtained was found to contain three percent more females and three percent fewer males than indicated by the U. S. Census Data. (See Table 8.) Cross-tabulation of data indicated that a contributing factor to the sex bias was the fact that males are less frequently at home during the day; thus, more callbacks were required to achieve interviews with male respondents than with female respondents. (See Table 8.) The sex bias also pointed to possible occasional deviation from rigorous interviewer procedure in the field.

In Category II subjective demographic data, acceptable levels of confidence or goodness of fit were found to exist for the following: urban-rural place of residence, level of income, and occupation classification--all of which were

TABLE 5
SUMMARY
COMPARISON OF SAMPLE TO U. S. CENSUS DATA^a

	df	Chi-Square Observed	Chi-Square Theoretical	Level of Confidence	Goodness of fit
Category I—Objective Demographic Data					
Geographic location by Township	21	4.9897	8.897	.99	Accept
Age Distribution	14	3.39	4.66	.99	Accept
Male-Female Ratio	1	.3613	.455	.50	Reject
Marital Status	1	.0001	.000157	.99	Accept
Category II—Subjective Demographic Data					
Urban-Rural place of residence	1	.00641	.0158	.90	Accept
Income Level	4	.8283	1.064	.90	Accept
Occupational Classification	6	2.0873	2.204	.90	Accept
Educational Level	4	4.766	4.878	.30	Reject

^aU. S. Department of Commerce, Bureau of the Census, General Social and Economic Characteristics, Ohio (Washington: U. S. Government Printing Office), PC(1)-C37 Ohio.

Note:

Demographic Data comparisons with U. S. Census Data were accomplished for the purpose of testing the validity of the sample for its goodness of fit, to the extent that the sample may be said to be representative of the general population. Category I variables were regarded as being the most objective and least subject to bias, feelings or personal judgments. Category II variables were regarded as more subjective since they were subject to some bias which could have been affected by feelings and judgments of one or more of the following: participant, interviewer, coding recorder.

at the .90 level of confidence. Confidence in similarity of the educational level was rejected. However a definite upward bias of educational achievement was apparently claimed by respondents. It is possible that the female bias also contributed to the educational bias because of the fact that census data indicated that females generally have slightly higher educational levels than males across the population. Further bias may have been incurred due to the fact that people are sometimes embarrassed to admit lower educational levels. A cross-tabulation, additionally, indicated that people with higher levels of education indicated a greater willingness to participate in the survey than those with a lower level of education. Therefore, one might conclude that a majority of the refusals were among the lesser educated elements of the population at large.

A summary of chi-square values for each of the demographic data comparisons may be found in Table 5, and raw data with percent comparisons may be found in Tables 6 through 13.

Minor observations were made on other classifications of data that had to do with religion, race, and home ownership. A valid comparison of religious affiliation is difficult because there are no reliable census data available to indicate the numbers of persons affiliated with each faith. However, the Catholic Diocese had conducted a Catholic family count in 1971 and had determined that approximately 11 percent of the Tuscarawas County households were of the Catholic faith. This survey found 12 percent of its sample to be of Catholic faith. The U. S. Census Data further indicates that the black population is unusually low in Tuscarawas County at the .93 percent level. Therefore, one could predict

TABLE 6
GEOGRAPHIC DISTRIBUTION OF RESPONDENTS
COMPARED TO TUSCARAWAS COUNTY TOWNSHIP POPULATION

Township ^a	1970 Census ^b N	Population of County %	N=1,400 Sample Attempted		N=920 Sample Obtained	
			N	%	N	%
1 Goshen (New Philadelphia)	20,287	26.3	381	27.2	260	28.3
2 Dover	14,917	19.3	274	19.6	174	18.9
3 York	1,075	1.4	19	1.4	15	1.6
4 Warwick (Tuscarawas)	2,511	3.3	43	3.1	33	3.6
5 Mill (Dennison-Uhrichsville)	11,252	14.6	200	14.3	132	14.4
6 Union	890	1.2	21	1.5	7	.8
7 Warren	783	1.0	11	.8	8	.9
8 Fairfield	941	1.2	18	1.3	11	1.2
9 Sandy (Mineral City-Sandyville)	2,413	3.1	40	2.9	10	1.1
10 Lawrence (Bolivar-Zoar)	2,201	2.9	38	2.7	21	2.3
11 Franklin (Strasburg)	3,011	3.9	58	4.1	52	5.7
12 Sugarcreek	3,039	3.9	49	3.5	26	2.8
13 Auburn	686	.9	10	.7	9	1.0
14 Jefferson	794	1.0	15	1.1	6	.7
15 Clay (Gnadenhutten)	2,180	2.8	39	2.8	32	3.5
16 Rush	725	.9	11	.8	2	.2
17 Wayne	1,037	1.3	16	1.1	14	1.5
18 Bucks (Baltic)	1,155	1.5	21	1.5	11	1.2
19 Salem (Port Washington)	1,357	1.8	24	1.7	12	1.3
20 Oxford (Newcomerstown)	5,069	6.6	99	7.1	80	8.7
21 Washington	577	.7	8	.6	4	.4
22 Perry	311	.4	5	.4	1	.1
Total-22	77,211	100	1,400	100	920	100

^aTownships are identified numerically in Figure 1 in the same sequence as in the Table above.

^bU. S. Department of Commerce, Bureau of the Census, General Social and Economic Characteristics, Ohio (Washington: U. S. Government Printing Office), PC(1)-A37 Ohio.

Note:

df-21; Chi-Square Observed 4.9897; Chi-Square Theoretical 8.897; significant at the .99 level.
Accepted. Sample Obtained (n-920) Compared to U. S. Census.

TABLE 7

AGE OF RESPONDENTS COMPARED TO U. S. CENSUS DATA
BASED ON TOTAL POPULATION TUSCARAWAS COUNTY, OHIO^a

AGE 1970 Census	Total Census N	%	In Sample N	%	% Ratio of Sample to Census by Age Group
18-19	2,373	5	40	4	39%/40% in young adult group age 18 through 39 years
20-24	4,871	10	79	9	
25-29	4,678	9	73	8	
30-34	4,289	8	80	9	
35-39	3,983	8	79	9	
40-44	4,774	9	61	7	43%/42% in middle age group 40 through 64 years
45-49	4,687	9	77	8	
50-54	4,445	9	92	10	
55-59	3,928	8	80	9	
60-64	3,514	7	84	9	
65-69	2,937	6	78	8	18%/18% in old age group 65 past 85 years
70-74	2,453	5	35	4	
75-79	1,758	3	32	3	
80-84	1,078	2	21	2	
85-over	785	2	5	1	
Refusals			4	.4	
Total	50,553	100	920	100	

^aU. S. Department of Commerce, Bureau of the Census, General Social and Economic Characteristics, Ohio (Washington: U. S. Government Printing Office), PC(1)-C37 Ohio, Table 35.

Notes:

df-14; Chi-Square Observed 3.39; Chi-Square Theoretical 4.66; significant at the .99 level.
Accepted.

TABLE 8
SEX OF RESPONDENTS
COMPARED TO U. S. CENSUS DATA^a

	1970 Census Data Age 18 and over		Sample Data Age 18 and over	
	N	%	N	%
Male	23,784	47	406	44
Female	26,769	53	514	56
Total	50,553	100	920	100

Note:

df-1; Chi-Square Observed .3613; Chi-Square Theoretical .455; significant at the .50 level.
Rejected.

TABLE 9
MARITAL STATUS OF RESPONDENTS
COMPARED TO U. S. CENSUS DATA^a

U. S. Census Data Adults Age 18 and over			Sample Data Adults Age 18 and over		
Total N	N Married	%	Total N	N Married	%
50,553	36,526	72.3	920	664	72.2

^aU. S. Department of Commerce, Bureau of the Census, General Social and Economic Characteristics, Ohio (Washington: U. S. Government Printing Office), PC(1)-C37 Ohio.

Note:

df-1; Chi-Square Observed .0001; Chi-Square Theoretical .000157; significant at the .99 level.
Accepted.

TABLE 10
 URBAN-RURAL PLACE OF RESIDENCE
 COMPARED TO U. S. CENSUS DATA^a

	U. S. Census Data		Sample Data	
	N	%	N	%
Rural	37,119	48.1	439	47.7
Urban	40,092	51.9	481	52.3
Total	77,211	100	920	100

^aU. S. Department of Commerce, Bureau of the Census, 1970 U. S. Census Population (Washington: U. S. Government Printing Office), PC(1)-A37 Ohio, Table 9.

Note:
 df-1; Chi-Square Observed .00641; Chi-Square Theoretical .0158;
 significant at the .90 level. Accepted.

TABLE 11
RESPONDENTS' ANNUAL FAMILY INCOME
COMPARED TO 1970 U. S. CENSUS DATA^a

	1970 Census		Respondent Reported Income	
	N	%	N	%
Under \$3,000 ^b	2,039	10	136	15
\$3,000 to \$4,999	2,007	10	94	11
\$5,000 to \$6,999	3,075	15	124	15
\$7,000 to \$9,999	5,816	28	233	27
\$10,000 to \$14,999	5,496	27	192	23
\$15,000 and over	1,987	10	74	9
Total	20,420	100	853	100

^aU. S. Department of Commerce, Bureau of the Census, General Social and Economic Characteristics, Ohio (Washington: U. S. Government Printing Office), PC(1)-C37 Ohio, Table 124.

^bThe lowest category reflects the older age group bias which contains the low income retired people and was omitted from the Chi-Square Test. Income data was further biased by the fact that 7% of the respondents refused to reveal their income. Generally, however, the data compares closely enough to indicate representative income groups in similar proportions throughout the survey sample.

Note:

df-4; Chi-Square Observed .8283; Chi-Square Theoretical 1.064; significant at the .90 level. Accepted.

TABLE 12
OCCUPATION OF RESPONDENTS
COMPARED TO U. S. CENSUS DATA^a

	Employed Tuscarawas Census		Employed Respondent	
	N	%	N	%
1. Professional, technical, and kindred workers	4,262	12	71	15
2. farmers and farm managers, farm laborers and foremen	674	2	10	2
3. managers, officials, and proprietors, except farms	2,475	7	34	7
4. clerical and kindred workers, sales workers, craftsmen, foremen, and kindred workers	12,768	34	177	38
5. operatives and kindred workers, laborers and foremen	11,366	30	120	26
6. service workers, except private households	4,433	12	48	10
7. private household workers	706	2	6	2
Total	36,684	100	466	100

^aU. S. Department of Commerce, Bureau of the Census, General Social and Economic Characteristics, Ohio (Washington: U. S. Government Printing Office), PC(1)-C37 Ohio, Table 122.

Notes:

df-6; Chi-Square Observed 2.087; Chi-Square Theoretical 2.204; significant at the .90 level. Accepted.

Occupational classifications were combined where similarities in level of responsibility, income, training requirements, or activities existed. Comparison was made only of respondents who indicated a gainful occupation. Variance was attributed to the fact that non-professionals had coded the classifications from second hand interviewer data. Nevertheless, Chi-Square analysis indicated a .90% level of confidence.

See Appendix A for classification list of occupational titles.

TABLE 13

RESPONDENT EDUCATIONAL LEVEL
COMPARED TO U. S. CENSUS DATA^a

Years of Formal Education	Census Total		Sample Total	
	N	%	N	%
Elementary 0-8	12,463	28.80	160	20
High School 1-3	9,164	21.18	170	21.2
High School Graduate 4	16,967	39.21	350	43.8
College 1-3	2,712	6.27	70	8.7
College Graduate 4 or more	1,970	4.55	50	6.2
Totals	43,276	100	800	100

^aU. S. Department of Commerce, Bureau of the Census, General Social and Economic Characteristics, Ohio (Washington: U. S. Government Printing Office), PC(1)-C37 Ohio, Table 120.

Notes:

df-4; Chi-Square observed 4.766; Chi-Square Theoretical 4.878; significant at the .30 level. Rejected.

that eight respondents in a survey should be blacks. The actual number obtained by the random selection procedure of the sampling program was seven.

Response bias was noted in the question on home ownership where a difference of 13 percent was revealed. Census data indicate 74 percent home ownership or buying while the respondents indicated 87 percent. Because of this disparity, home ownership was not utilized as a variable in other aspects of the data analysis. The home ownership bias may have occurred due to the question being poorly stated or to the respondent's reluctance to admit rental on the basis of its having less status.

Based on the chi-square test comparison of the demographic variables for which check data were available, the sample obtained was found to be sufficiently correlated with the population in terms of geographic, age, and marital status distributions and reasonably good for the place of urban or rural residence, income level, and occupational classifications. The sample indicated an upward bias on the level of education and the female to male ratio. These biases must be taken into account in evaluating other segments of the data.

For the purposes of this study, an upward bias on education is no doubt better than a lower bias. Although the survey data were taken two years after the U. S. Census, there was apparently slight bias due to the passage of time.

It was indicated in Chapter III that the size of the sample required to achieve a given accuracy of estimation is indeterminate until the researcher knows that two conditions are satisfied, that he has (1) a good random probability sample and (2) a good normal distribution. The chi-square tests demonstrated that

certain demographic variables met these criteria. As usual in matters of statistical inference, the more one can assume to be true about the population or about the sampling distribution of a particular statistic, the "tighter" are the statements one can deduce from general statistical principles.

In Chapter III it was estimated that, if the total selected sampling population of 1400 interviews were obtained, a tolerance of error of three percent at the .05 level of confidence, or four percent at the .01 level could be predicted.²²⁶ Because the sample size obtained (920) was less than originally anticipated, the tolerance of error could be expected to increase. In order to perform a statistical check on tolerance of error, data from the two most objective demographic variables--geographic and age distributions--were applied to the Tchebycheff inequality formula given as:²²⁷

$$\text{prob. } (|M - \mu| < .1\sigma) \geq 1 - \frac{\sigma^2}{N(.1)^2}$$

Computations utilized computer processed standard deviations and means. Results were listed in Table 14. It may be said that in respect to the characteristics of age and geographic location, the study sample obtained would be subject to the extent of error in either direction of the estimate for the respective confidence limits shown in Table 14. Computations from the Tchebycheff formula were shown in Table 59, Appendix C.

²²⁶Backstrom and Hursh, Survey Research, p. 33.

²²⁷William L. Hays, Statistics (New York: Holt, Rinehart and Winston, 1963), p. 205.

Since many researchers accept a 10 percent tolerance of error at the .05 level of confidence, this researcher was confident that the sample obtained was representative in terms of age and geographic location. Since many other population characteristics also make up the mosaic of the sample, it would be necessary to perform additional statistical checks to determine the reliability of a specific characteristic in question.

TABLE 14
RANDOM SAMPLE DEGREES OF PRECISION
WITH RESPECT TO AGE AND GEOGRAPHIC DISTRIBUTION

Variable	Confidence Limits		Standard Deviation
	.05 95 samples in 100	.01 99 samples in 100	
Age Distribution	4.1%	9%	Tolerance of error
Geographic Distribution	2%	5%	Tolerance of error

Conclusion on Validity of Sample. The procedure for selection of households and the procedure of respondent selection within the household gave results that were satisfactory within the demands of the survey objectives. Extensive and carefully implemented controls over field application, together with meticulous interview training and selected interviewers of integrity and high morale all contributed to

the quality of data obtained. This researcher concluded that based on the comparative check data available, the sample obtained was reasonably representative of the total county population.

Profile of the Sample Population of Tuscarawas County

The purpose of this section is to provide the reader highlights of a profile of the population which participated in a survey of community expectations of the Tuscarawas University Branch Campus in New Philadelphia, Ohio. From a total of 25,012 households identified in Tuscarawas County, 1400 were randomly selected to attempt interviews of a randomly selected individual in each of the households. The final number of interviews accomplished was 920 which represented 3.7 percent of all county households which qualified to be included in the sample.

As indicated earlier, it was assumed that those who participated in the survey were not greatly unlike those who, for various reasons, were not interviewed. Further, based on the validity test of the sample, it was assumed that the individuals interviewed were not greatly unlike other members of the adult population who were not included in the Tuscarawas County sample. The population sample obtained for this study was found to be distributed throughout all 22 townships of Tuscarawas County on a residence basis comparable to that identified in the U. S. Census. Residents were found to be nearly evenly divided between rural (47.7%) and urban (52.3%). In terms of education, the survey sample appeared to be slightly better educated than the census data

would indicate. Twenty percent claimed to have obtained an elementary education; another 21 percent claimed one to three years of high school; and nearly 44 percent claimed to have graduated from high school. Additionally, 8.7 percent claimed one to three years of college; and approximately 6.2 percent claimed to be college graduates. In general then, it could be observed that 41 percent were less than high school graduates; and 59 percent had at least a high school education or more.

Occupations of the respondents represented a cross section of all major categories listed in the Dictionary of Occupational Titles. These corresponded reasonably to the categories indicated in the U. S. Census, from the menial through the more prestigious positions indicated. Family incomes reported by respondents in Tuscarawas County generally averaged a little less than the average reported in census data. Less than \$5,000 annual income was reported by 21 percent of the respondents; between \$5,000 and \$10,000 was reported by 42 percent of the respondents; and 32 percent claimed an annual family income of more than \$10,000 per year. (See Table 11.) The sample contained a ratio of 56 percent females to 44 percent males. This was three percent more females than the 1970 Census Data indicated. Seventy-two percent were married. The ages of the respondents represented the full span of adulthood and were found to be comparable to the census population of Tuscarawas County. Thirty-nine percent of the sample were found in the young adult age group from 18 to 39; forty-three percent were found in the middle age group from 40 through 64; and eighteen percent were found in the old age group from 65 past 85. (See Table 7.)

The general population of Tuscarawas County is fairly stable as indicated by the fact that 90 percent of the population had been a resident of the county for ten or more years while 78 percent had been lifetime residents. This was corroborated by a second question which indicated that 55 percent had lived at the same address for ten or more years. (See Table 15.)

TABLE 15
SURVEY RESPONDENT LENGTH OF RESIDENCE

Question	Response	Response Data By Group			
		GP		UP	
		N	%	N	%
1. About how many years have you lived in Tuscarawas County?	less than 3 years.....	39	4	3	6
	4 to 9 years.....	51	6	4	8
	10 to 20 years.....	112	12	3	6
	lifetime resident.....	718	78	40	80
	Total	920	100	50	100
2. About how many years have you lived at this address?	less than 3 years.....	200	22	12	24
	4 to 9 years.....	211	23	11	22
	10 or more years.....	509	55	27	54
	Total	920	100	50	100

Note:

GP is General Population (920 respondents), UP is Stratified Upper Socio-Economic Population (50 respondents or 5.4% of the sample).

In addition to basic numerical data reported on each question, insight was provided by two other analyses of data. The first provided a comparison of "upper population" (UP) basic data to the total general population, see Chapter III. The second provided an in-depth analysis of selected questions by means of cross-tabulations against demographic variables which exhibit certain personal

and background characteristics.

The technique for stratification of the upper socio-economic leadership influence group was described in Chapter III. By machine analysis a hypothetical upper population element was selected as a sub-group within the total population sample. To qualify for selection into the upper population group (UP), the respondent was required to meet all of the following criteria: hold one of the top job occupations, have a family income of \$10,000 or more annually, hold membership in two or more community organizations other than church membership, be the family chief wage earner, and have graduated from high school. Fifty respondents who met these criteria comprised 5.4 percent of the sample.

A demographic profile of the UP revealed nearly the same distribution of rural/urban residence, length of residence, and religion as the general population. Otherwise a variety of differences were found in the characteristics of the upper population. They tended to be among the older respondents: 50 percent being over age 50; the youngest was in the age group 20-24. There was a higher percentage of home owners and of those married with dependent children. All were caucasian; 94 percent, male; and 52 percent had been members of a union during their lifetime. Family income ranged from ten to fifteen thousand dollars for 60 percent of the UP and over fifteen thousand dollars annually for 40 percent of the UP. The upper population was much more aware of adult education activities at the university branch campus, and a higher percentage had been participants of programs at the campus. As a group, they were much more aware of the campus than the general population was. One

hundred percent had seen the campus, and none admitted to negative opinions of the campus. None of the upper population saw tuition as a financial barrier to attendance by themselves or their children. Analysis of the data in the forthcoming sections will reveal striking similarities of opinion or attitude on certain questions but also striking differences between the UP and the general population. Some of the differences of opinion are not readily explained. These may be examples of polarity that exist among various stratifications of people within American society. Specific counts comparing the upper population and the general population may be found among questions tabled in Chapter IV and in certain demographic questions in the appendix.

In forthcoming discussion, comparison of the upper and general population groups will be found to exhibit both considerably different degrees of response as well as agreement to certain questions in this study. Moreover, the cross-tabulations revealed a myriad of relationships among variables.

This writer found it helpful to examine data which indicated not only the positive and knowledgeable responses but also that which indicated a lack of information, knowledge, or insight which led a respondent to indicate "no opinion" or "don't know." A profile of respondents who felt a void in response to question 58 was made possible by cross-tabulation of "no responses" against certain personal and background characteristics. (See Table 16.) Twenty-two percent of the total sample of 920 did not have an opinion or did not know what degree programs to recommend for the Tuscarawas Campus. Examination of Table 16 revealed definite trends. The percent of the total population in each

TABLE 16

PROFILE OF RESPONDENTS WHO GAVE NO OPINION OR DID NOT KNOW
WHAT DEGREE PROGRAMS TO RECOMMEND FOR THE UNIVERSITY BRANCH CAMPUS
WITH RESPECT TO CERTAIN PERSONAL AND BACKGROUND CHARACTERISTICS

Question (58-5) Select Diplomas or Programs which should be offered at the Branch Campus.		Percent of Sample	No Opinion	
Dependent Demographic Variables	Category		N	%
EDUCATION	I—0-11 years.....	38	111	12.1
	II—H.S. graduate.....	46	85	9.2
	III—some college.....	16	7	.8
	Total of 920	100%	203	22.1%
FAMILY INCOME	I—0-\$6,999.....	39	114	13.4
	II—\$7,000-\$14,999.....	46	60	7.0
	III—\$15,000 or more.....	15	11	1.3
	67 Withheld inf. Total of 920	100%	185	21.7%
AWARE of Kent State University auspices	I—Aware.....	85	148	16.1
	II—Not aware.....	15	54	5.9
	3 Unaware of branch Total of 920	100%	202	22.0%
OCCUPATION	I—Professionals, Mgrs., Sales.....	21	16	1.7
	II—Farmers, craftsmen, labor.....	31	71	7.7
	III—Housewives, unemployed, retired.....	49	116	12.7
	Total of 920	100%	203	22.1%
AGE	I—18-39 years old.....	38	60	6.5
	II—40-64 years old.....	43	76	8.3
	III—65 and over.....	19	67	7.3
	4 Withheld inf. Total of 920	100%	203	22.1%
ADULT Education Participation	I—None.....	57	144	15.7
	II—Some.....	43	59	6.4
	Total of 920	100%	203	22.1%
COMMUNITY Involvement	I—None.....	40	102	11.1
	II—One or two organizations.....	41	79	8.6
	III—Three or more organizations.....	19	22	2.4
	Total of 920	100%	203	22.1%
DEPENDENT Children	I—None.....	48	113	12.3
	II—One or more.....	52	90	9.8
	Total of 920	100%	203	22.1%

TABLE 16 —Continued

Dependent Demographic Variables	Category	Percent of Sample	No Opinion	
			N	%
DISTANCE from campus	I—4 mile radius.....	28	43	4.7
	II—5-12 mile radius.....	42	71	7.7
	III—13-20 miles.....	30	89	9.7
	Total of 920	100%	203	22.1%
RURAL/URBAN Residence	I—Rural.....	48	126	13.7
	II—Urban.....	52	77	8.4
	Total of 920	100%	203	22.1%
CHIEF Wage Earner	I—Yes.....	53	120	13.1
	II—No.....	47	83	9.0
	Total of 920	100%	203	22.1%

Note:

Table shows only respondents who failed to give an opinion; 22.1% of the total sample of 920.

portion of a collapsed variable was compared to the percent of the corresponding portion which gave "no response." The data showed the tendency toward "no response" to be greatest among the following: those with lower educational levels, those in lower income groups, those with less awareness of KSU auspices of the Tuscarawas Campus, those in lower occupations, and those who were unemployed. "No response" was also common among citizens over age 65, non-adult education participants, non-members of community organizations, among persons without dependent children, and among those with residence farthest from the campus. "No response" was also more prevalent among rural rather than urban residents and among those who were the chief wage earners. On this particular question no significant relationship was observed based upon sex, marital status, length of residence, mobility, union membership, or religion.

The above profile, with some variations, was found to exist in most cross-tabulations. Hereafter, it will be seen that analysis was concerned more with trends of the majority of responses than with precise figures.

It may be helpful to recall that respondents, for the most part, expressed interest in the survey and exhibited cooperative, cordial relationships with the interviewers. Steps had also been taken to minimize interviewer bias through training orientation and disciplined procedures. Respondent post-interview evaluations indicated minimal evidence of perceived interview bias. On the other hand, the investigator recognized the threat of the halo effect which could effect the truthfulness of responses and the validity of the study. The investigator

can only assume that responses represented the most honest answer one could obtain under the circumstances of this study. Caution would suggest that data analysis in forthcoming sections be regarded in general terms rather than specific, precise figures and that, more often than not, trends or tendencies will serve the purposes of this investigation.

Further analysis of data may be found in the full text of the dissertation available from University Microfilms. Since the focus of this presentation was on the methodology utilized, conclusions were shown only in abstract form attached, following recommendations and implications.

Recommendations

Based upon the related literature, findings, and the conclusions of this study the following recommendations are made with respect to the research population: (1) the university branch campus should endeavor to utilize the public expectations revealed in this study together with contributions of those representative deliberative bodies of students, faculty, and administration for the development and refinement of the role and mission of the

Tuscarawas County University Branch; (2) Kent State University should incorporate findings of this study in its institutional planning studies with respect to the role and mission of its branches as an integral part of the university; (3) the university branch campus should give priority to the detailed assessment of needs of older adults as well as youth in terms of (a) counseling services for adults as well as youth, (b) developing technical education programs, (c) providing new means of access for part-time adult students, (d) developing informal continuing education programs for adults; (4) the university branch campus should continue to utilize advisory committees of local citizens to help the university branch campus determine appropriate objectives, priorities, programs and services; (5) the university should cultivate its public information and communications program, both to inform the public about educational programs and services and to explain its practical and legal limitations of service. Public aspirations for four-year baccalaureate programs at the Tuscarawas Campus are premature by several decades, if ever.

To the extent that one can generalize from this study to the wider population of other university branch communities, it is recommended that (1) the State of Ohio endeavor to reduce the financial access barrier to university branch enrollment, (2) the State of Ohio endeavor to generate financial support for expansion of the technical education role on university branch campuses, (3) the State of Ohio provide for consultation with respective communities to assess public satisfaction with university governance of the various university branches before arbitrarily changing the organizational

pattern to some other format, (4) the "residence center concept" continue to afford university branches the opportunity to offer selected upper division courses on university branch campuses, and (5) adequate state subsidy should be provided to support remedial programs for intellectually able youth and adults to help them qualify for college work.

Implications for Further Research

1. The findings of this study imply the need for additional research to assess the comparable expectations of the university branch campus by stratified primary reference groups such as the students, faculty, and administration of the university branch campus.
2. There is a need for continuing research on both manpower needs and general community needs for university branch educational service. Such data can provide supporting information needed for planning, programming, and budgeting operational systems.
3. Implicit in the findings of this study is a need for the parent university of a branch to develop and formalize community involvement in defining and effecting the role and mission of the university branch.
4. It is incumbent upon the Ohio Board of Regents and the State Legislature to determine means by which university branches can be better financed in order to be more comprehensive and financially accessible to a larger portion of the population.

5. An area which warrants further investigation is the relative cost and qualitative effectiveness of the various types of two-year institutions in Ohio.
6. Studies are needed to examine the articulation of academic, administrative, student service, and management relationships between university branches and parent institutions.

Research Department
Kent State University
Tuscarawas County Campus

C1-4 _____ Case No.
C5 _____ Version No.
C3-7 _____ Respondent No.
C3-9 _____ Date of Interview _____
C10-11 _____ Township No. record here
C12 (check residence)
_____ 1 rural farm
_____ 2 rural non-farm
_____ 3 village (list) _____
_____ 4 city (New Phila., Dover,
Dennison, Uhrichsville)

INTRODUCTION

"Hello, I'm.....(your name).....a student interviewer for our local university branch campus. We're doing a public opinion study of what people think about our Tuscarawas County University Branch. I'd like to interview one of the adults in your household."

SHOW IDENTIFICATION...IF NECESSARY

"In order to decide who to interview in your household, I'll need to know how many people...18 years old or older... presently are living in your household. How many are there?"

C13 CIRCLE 0* 1 2 3 4 or more ADULTS 18 years or older
*If "0" TERMINATE INTERVIEW

"Are any of these adults *not* U.S. citizens or *not* residents of Tuscarawas County? How many? Subtract from above total.

C14 CIRCLE 0* 1 2 3 4 or more REMAINING QUALIFIED ADULTS.
*If "0" TERMINATE INTERVIEW

C15 _____ "How many of these qualified adults are men?"
qualified men

RESPONDENT-SELECTION KEY (VERSION 1)
NUMBER OF ADULTS IN HOUSING UNIT

	1 adult	2 adults	3 adults	4 or more
0 Men	Adult	Oldest Woman	Oldest Woman	Youngest Woman
1 Men	Adult	Woman	Youngest Woman	Man
2 Men		Youngest Man	Youngest Man	Youngest Woman
3 Men			Oldest Man	Woman or Youngest Woman
4 or More				Youngest Man

DRAW appropriate lines on respondent-selection key.

Indicate which adult you are required to interview.

Introduce yourself to respondent, ask for respondent's name (Record below).†

Repeat brief introduction to survey if necessary.

C16 CHECK Reasons for no Interview
_____ 1 vacant
_____ 2 no qualified adults
_____ 3 refused (describe, over)
_____ 4 not at home
_____ 5 failed to keep appointment
C17 CHECK Number of Callbacks
0 1 2 3 4

Appointment, write:

Day/Hr. of appointment—or times when usually home
† Respondent Name

Apartment _____
Phone (home) _____

CONTROL CARDS

Case No. _____	Respondent Name _____
Version No. _____	
Interviewer No. _____	
	Res. Ph. _____ Zip _____
Interviewer Name _____	
Reassigned to _____	No _____
Date Out _____	Date Completed _____
Reassigned Date _____	Date Verified _____

CASE FILE CARD—COMMUNITY EXPECTATIONS OF TUSCARAWAS CAMPUS

Case No. _____	Int. No. _____	KSU TUSCARAWAS CAMPUS
		Date _____

Dear Friend,

On _____ you were interviewed by one of our students, _____ regarding the Branch Campus. To verify the interview, your immediate return of this postage free reply card with your rating of the interviewer will enable us to complete the project. Thank you for helping us.

Francis E. Hazard, Director

PLEASE CHECK BELOW

☒ ~~yes~~ ☒ ~~no~~ The interview took place in person for about _____ minutes.

☒ ~~yes~~ ☒ ~~no~~ The interview was neutral and accepted my responses graciously.

☒ ~~yes~~ ☒ ~~no~~ Did the interviewer try to influence or bias your answers?

☒ ~~yes~~ ☒ ~~no~~ The interviewer was courteous and friendly.

☒ ~~yes~~ ☒ ~~no~~ You are a resident (18 or older) and in your household, _____

Figure 1

TUSCARAWAS COUNTY UNIVERSITY BRANCH DISTRICT, OHIO

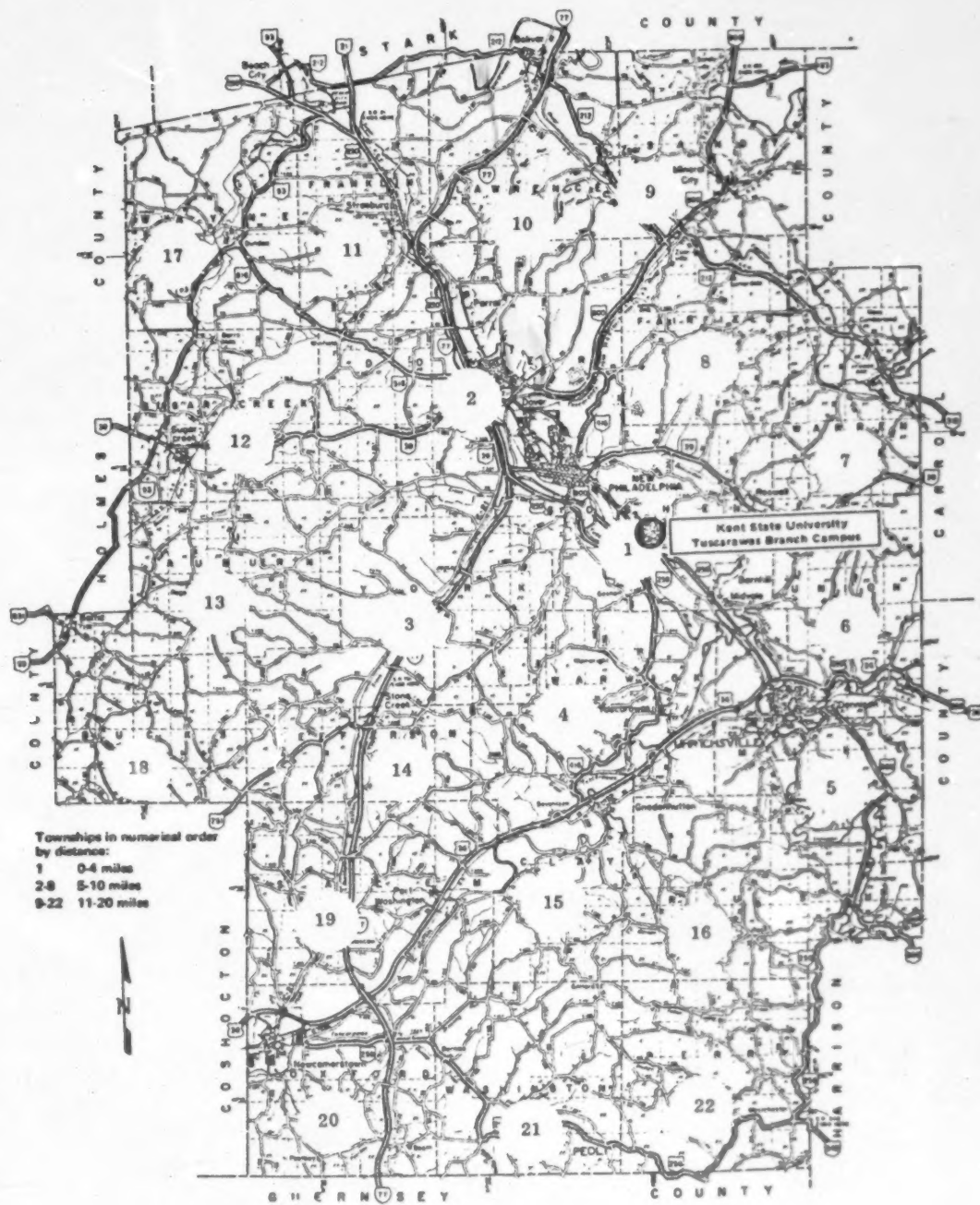


TABLE 20

PUBLIC AWARENESS OF OPPORTUNITIES FOR INFORMAL ADULT
EDUCATION AT THE UNIVERSITY BRANCH CAMPUS

Question	Response	Response Data By Group			
		GP		UP	
		N	%	N	%
21. Although most people go to college for a degree were you aware that the local branch also offers informal courses and programs for adults? These might have to do with your job interests or other purposes.	yes.....	637	69	48	96
	no.....	283	31	2	4
	Total	920	100	50	100
22. Did you know that adults can attend these whether or not they have completed high school?	yes.....	325	35	31	62
	no.....	595	65	19	38
	Total	920	100	50	100

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TABLE 26

RESPONDENT PARTICIPATION IN UNIVERSITY BRANCH PROGRAMS

Question	Response	Response Data By Group			
		GP		UP	
		N	%	N	%
23. Can you visualize yourself ever being a participant in an informal adult education program or course at the Branch Campus if it were offered on a topic of interest to you at a time you could attend?	yes.....	540	59	47	94
	no.....	380	41	3	6
	Total	920	100	50	100
25. Have you ever taken a course for fun, interest or credit at the Branch Campus?	yes.....	62	7	8	16
	no.....	858	93	42	84
	Total	920	100	50	100

Note:

GP is General Population (920 respondents), UP is Stratified Upper Socio-Economic Population (50 respondents or 5.4% of the sample).

TABLE 24
IMAGES RELATED TO PUBLIC CONFIDENCE
IN THE TUSCARAWAS UNIVERSITY BRANCH

Question	Response	Response Data By Group			
		GP		UP	
		N	%	N	%
34. To what extent do you see the image of the Branch as "the peoples college"... for any citizen going to college?	agree strongly	467	51	21	42
	agree partly	199	22	14	28
	no opinion	221	24	10	20
	disagree partly	18	2	3	6
	disagree strongly	15	2	2	4
	Total	920	100	50	100
35. Considering the population of this area, programs offered at the Branch are meeting most of the needs of our community and our students.	agree strongly	295	32	4	8
	agree partly	231	25	23	46
	no opinion	313	34	13	26
	disagree partly	57	6	7	14
	disagree strongly	24	3	3	6
	Total	920	100	50	100
36. Affiliation with Kent State University is desirable because of its experience, quality and prestige.	agree strongly	478	52	28	56
	agree partly	224	24	13	26
	no opinion	166	18	2	4
	disagree partly	37	4	6	12
	disagree strongly	15	2	1	2
	Total	920	100	50	100
41. Adult education as carried on by the Tuscarawas County Campus is adequately serving the adult educational needs of today's society and our community.	agree strongly	279	30	6	12
	agree partly	217	24	17	34
	no opinion	353	38	20	40
	disagree partly	54	6	3	6
	disagree strongly	17	2	4	8
	Total	920	100	50	100
48. Would you agree, have no opinion, or disagree that most people would probably vote favorably for a small local tax levy to help build facilities for the Tuscarawas Branch Campus (\$2.50 to \$5.00 per year per household) (1/2 to 1 mil)	agree strongly	180	20	15	30
	agree partly	164	18	12	24
	no opinion	175	19	4	8
	disagree partly	150	16	11	22
	disagree strongly	251	27	8	16
	Total	920	100	50	100

Note:

GP is General Population (920 respondents), UP is Stratified Upper Socio-Economic Population (50 respondents or 5.4% of the sample).

TABLE 27
MOTIVATIONAL FACTORS FOR UNIVERSITY BRANCH ENROLLMENT

Question	Response	Response Data By Group			
		GP		UP	
		N	%	N	%
26. Some people feel that without the Tuscarawas Branch the opportunity for themselves or their children to attend college would have been out of the question. To what extent does this statement apply to you?	agree strongly.....	371	40	17	34
	agree partly.....	173	19	11	22
	no opinion or does not apply.....	321	35	19	38
	disagree partly.....	32	3	1	2
	disagree strongly.....	23	2	2	4
	Total	920	100	50	100
28. Which of the following would most likely help you or one in your family in making a decision to attend the Branch Campus?	talking to someone who plans to or has attended the Branch Campus.....	255	28	10	20
	talking to a high school counselor or principal or teacher.....	170	18	12	24
	reading newspaper stories..	25	3	2	4
	listening to a radio or T.V. announcement.....	9	1	0	0
	reading a college catalog of the Tuscarawas Campus.....	78	8	5	10
	parents urging Tuscarawas Campus attendance.....	37	4	3	6
	a visit to the college campus.....	162	18	13	26
	more established institution.....	4	0	1	2
	no opinion.....	180	19	4	8
	Total	920	100	50	100
69. If your plans were to include attending college, what would be or is your main reason?	non-high school graduates excluded.....	366	40		
	probably would not consider college for myself.....	63	7	1	2
	to obtain full-time employment.....	64	7	3	6
	to change your field of work.....	73	8	2	4
	to advance in your present work.....	85	9	15	30
	to satisfy employer requirement.....	23	2	4	8
	to increase your general knowledge.....	187	20	18	36
	to satisfy a strong academic interest.....	52	6	5	10
	security.....	4	0	0	0
	none, no reason.....	3	0	2	4
	Total	920	100	50	100

Note:

GP is General Population (920 respondents), UP is Stratified Upper Socio-Economic Population (50 respondents or 5.4% of the sample).

TABLE 33

REASONS WHY COURSES, PROGRAMS OR SERVICES SHOULD BE OFFERED
BY THE TUSCARAWAS UNIVERSITY BRANCH CAMPUS RANKED BY MEANS^a

Question	Response	Response Data By Group				Mean
		GP		UP		
		N	%	N	%	
16. To enable adults to continue an education that may have been interrupted earlier in life	agree strongly	776	84	42	84	GP 1.2207
	agree partly.....	101	11	8	16	
	no opinion.....	28	3	0	0	
	disagree partly.....	11	1	0	0	UP 1.16
	disagree strongly.....	4	0	0	0	
	Total	920	100	50	100	
14. To make the same programs available in the evening to the part time working adult as are available to daytime students	agree strongly.....	700	76	31	62	GP 1.3435
	agree partly.....	152	17	17	34	
	no opinion.....	41	5	1	2	
	disagree partly.....	17	2	1	2	UP 1.44
	disagree strongly.....	7	1	0	0	
	Total	920	100	50	100	
12. To provide students with the opportunity to learn job skills necessary to cope with every day living and to satisfy their vocational goals	agree strongly.....	666	72	30	60	GP 1.4511
	agree partly.....	155	17	13	26	
	no opinion.....	52	6	1	2	
	disagree partly.....	29	3	3	6	UP 1.72
	disagree strongly.....	18	2	3	6	
	Total	920	100	50	100	
13. To meet the needs of special occupational groups such as those in the health professions, social service, civil service, teachers, school administrators, business executives, technicians, engineers or others	agree strongly.....	619	67	34	68	GP 1.4978
	agree partly.....	182	20	10	20	
	no opinion.....	88	9	2	4	
	disagree partly.....	21	2	4	8	UP 1.52
	disagree strongly.....	10	1	0	0	
	Total	920	100	50	100	
11. For self-improvement of the individual by providing opportunities for cultural, intellectual, physical, and emotional development	agree strongly.....	605	66	39	78	GP 1.4837
	agree partly.....	194	21	9	18	
	no opinion.....	110	12	1	2	
	disagree partly.....	10	1	1	2	UP 1.28
	disagree strongly.....	1	0	0	0	
	Total	920	100	50	100	
18. For the purpose of improving citizenship ability and public responsibility	agree strongly.....	549	60	21	42	GP 1.6391
	agree partly.....	212	23	22	44	
	no opinion.....	115	12	4	8	
	disagree partly.....	27	3	3	6	UP 1.78
	disagree strongly.....	17	2	0	0	
	Total	920	100	50	100	

TABLE 33—Continued

Question	Response	Response Data By Group				Mean
		GP		UP		
		N	%	N	%	
19. To improve the social, economic and intellectual status of the disadvantaged and minority peoples	agree strongly.....	517	56	20	40	GP 1.762
	agree partly.....	196	21	17	34	
	no opinion.....	138	15	3	6	
	disagree partly.....	44	5	7	14	UP 2.12
	disagree strongly.....	25	3	3	6	
	Total	920	100	50	100	
17. To satisfy the home-centered goals of people... such as family life, home ownership, consumer education, and personal health educational needs	agree strongly.....	443	48	13	26	GP 1.8663
	agree partly.....	253	27	23	46	
	no opinion.....	152	16	7	14	
	disagree partly.....	45	5	4	8	UP 2.22
	disagree strongly.....	27	3	3	6	
	Total	920	100	50	100	
20. To help solve the major "front page" problems of society and our community	agree strongly.....	488	53	16	32	GP 1.8686
	agree partly.....	216	23	14	28	
	no opinion.....	108	12	7	14	
	disagree partly.....	62	7	9	18	UP 2.42
	disagree strongly.....	46	5	4	8	
	Total	920	100	50	100	
15. So that people may enjoy using their leisure time in informal studies	agree strongly.....	386	42	13	26	GP 2.0315
	agree partly.....	266	29	16	32	
	no opinion.....	163	18	9	18	
	disagree partly.....	60	7	7	14	UP 2.50
	disagree strongly.....	45	5	5	10	
	Total	920	100	50	100	

Notes:

GP is General Population (920 respondents), UP is Stratified Upper Socio-Economic Population (50 respondents or 5.4% of the sample).

Mean scores are useful in establishing rank order. Scores from 1 to 2.5 indicate agreement responses while those from 2.5 to 5 indicate disagreement on the Likert scale. Very low or very high scores can be interpreted to indicate consensus. Scores close to 2.5 can indicate either a balance of opposite views, a majority without opinion, or an ambiguous question.

^aRanked by GP Mean.

TABLE 34

LOWEST RANKING REASON WHY SERVICES OR COURSES SHOULD BE OFFERED BY THE TUSCARAWAS UNIVERSITY BRANCH WITH RESPECT TO CERTAIN PERSONAL AND BACKGROUND CHARACTERISTICS

Question (15) Courses, programs or services should be offered to that people may enjoy using leisure time in informal studies.

Dependent Demographic Variables

	Percent of Sample	RESPONSES									
		agree strongly N	agree strongly %	agree partly N	agree partly %	no opinion N	no opinion %	disagree partly N	disagree partly %	disagree strongly N	disagree strongly %
EDUCATION											
I-0-11 years.....	38	172	49.7	78	22.5	67	19.4	17	4.9	12	3.5
II-H.S. graduate.....	46	155	36.5	139	32.7	77	18.1	32	7.5	22	5.2
III-some college.....	16	59	39.6	49	32.9	19	12.8	11	7.4	11	7.4
Total	100%	386		266		163		60		45	
OCCUPATION											
I-Professionals, Mgrs., Sales.....	21	80	32.6	64	34.8	27	14.1	17	9.2	16	8.7
II-Farmers, craftsmen, labor.....	31	123	43.6	83	29.4	41	14.5	17	6.0	18	6.4
III-Housewives, unemp., retired.....	48	203	44.7	119	26.2	95	20.9	26	5.7	11	2.4
Total	100%	386		266		163		60		45	
AGE											
I-18-39 years old.....	38	126	35.9	115	32.8	58	16.5	26	7.4	26	7.4
II-40-64 years old.....	43	167	42.4	118	29.9	70	17.8	26	6.6	13	3.3
III-65 and over.....	19	91	53.2	32	18.7	34	19.9	8	4.7	6	3.5
Total	100%	384		265		162		60		45	
ADULT Education Participation											
I-None.....	57	231	44.1	146	27.9	99	18.9	23	4.4	25	4.8
II-Some.....	43	155	39.1	120	30.3	64	16.2	37	9.3	20	5.1
Total	100%	386		266		163		60		45	
COMMUNITY Involvement											
I-None.....	40	170	45.8	100	27.0	69	18.6	15	4.0	17	4.6
II-One or two organizations.....	41	159	42.9	108	29.1	61	16.5	24	6.5	19	5.1
III-Three or more organizations..	19	57	32.0	58	32.6	33	18.5	21	11.8	9	5.1
Total	100%	386		266		163		60		45	
SEX											
I-Male.....	44	165	40.6	121	29.8	61	14.8	31	7.6	28	6.9
II-Female.....	56	221	43.0	145	28.2	102	19.8	29	5.6	17	3.3
Total	100%	386		266		163		60		45	
UNION MEMBERSHIP											
I-Yes.....	40	158	43.3	100	27.4	55	14.1	25	6.8	27	7.4
II-No.....	60	227	41.0	166	30.0	108	19.5	35	6.3	18	3.2
Total	100%	385		266		163		60		45	

df-10; Chi-Sq. 25.73; Theoretical 23.21

df-10; Chi-Sq. 32.82; Theoretical 29.59

df-10; Chi-Sq. 26.95; Theoretical 23.21

df-5; Chi-Sq. 11.88; Theoretical 11.07

df-10; Chi-Sq. 20.33; Theoretical 18.31

df-5; Chi-Sq. 12.43; Theoretical 11.07

df-5; Chi-Sq. 11.52; Theoretical 11.07

*1 Withheld

*4 Withheld

*19 Withheld

*19**

TABLE 35

OPINIONS ABOUT UNIVERSITY BRANCH PROGRAMS, SERVICES,
POLICIES, ISSUES, AND ORGANIZATIONAL PATTERN

Question	Ranked by Means	
	GP	UP
42. Good counseling and guidance services are desirable for adults as well as young people who attend college.....	1.2630	1.20
31. The Branch should be developed to offer opportunity for a full college experience for local students, and be as comprehensive as possible with facilities for a variety of programs and services.....	1.3761	2.88
44. The values of college level technical education should be made known to more <i>parents</i> than is now the case.....	1.4102	1.52
40. The Branch should provide remedial programs for <i>intellectually</i> able youth and adults to help them qualify for college work if their background is inadequate for college study.....	1.6750	1.88
46. The State should provide more money to develop opportunities in two year Associate Degree programs which can be completed at the local branch campus.....	1.7359	1.82
36. Affiliation with Kent State University is desirable because of its experience, quality, and prestige.....	1.7837	1.78
34. To what extent do you see the image of the Branch as "the peoples college"...for any citizen going to college?.....	1.8141	2.02
33. Local <i>advisory</i> committees should help the university set objectives, and help determine priorities, purposes, programs and community services at the branch campus.....	1.8565	1.54
32. Some people think that having the Branch operated by Kent State University is better...than having a governing board of local citizens run the campus, hire staff, develop programs, achieve accreditation standards, etc...To what extent do you agree...or disagree?	1.9728	1.92
37. Because of disruptive student activity, some people think that the large universities have become hard to manage. Some suggest that more students should be encouraged to begin studies in the small local two-year commuter college campus. Do you agree?.....	2.0228	1.92
43. In some districts, <i>separate</i> post-high school technical institutes have been built in addition to University Branches. In Tuscarawas County it is desirable to operate <i>all higher education</i> programs, including post-high school technical education on the same Branch Campus to avoid duplication of facilities.....	2.0337	2.22
26. Some people feel that without the Tuscarawas Branch the opportunity for themselves or their children to attend college would have been out of the question. To what extent does this statement apply to you?....	2.0902	2.20
45. It is primarily the states' responsibility to finance higher education in Ohio, rather than the local community.....	2.1087	2.44
35. Considering the population of this area, programs offered at the Branch are meeting most of the needs of our community and our students.....	2.2152	2.64

TABLE 35—Continued

Question	Ranked by Means	
	GP	UP
41. Adult education as carried on by the Tuscarawas County Campus is adequately serving the adult educational needs of today's society and our community.....	2.2467	2.64
47. State financial aid helps pay part of the cost of all educational programs at the Branch except <i>informal adult education</i> . Would you agree that some subsidy should also be provided for <i>informal adult education</i> ?.....	2.7641	3.44
39. The Branch should <i>not</i> encourage youth of <i>low intellectual ability or motivation</i> to pursue college studies.....	3.0076	3.12
48. Most people would probably vote favorably for a small local tax levy to help <i>build facilities</i> for the Tuscarawas Branch Campus (\$2.50 to \$5.00 per year per household) (1/2 to 1 mil).....	3.1391	2.70
38. Controversial topics should be avoided in college courses..... (If this question had been stated in the affirmative, it would rank in fourth place from the top.)	3.5739	4.10

Notes:

GP is General Population (920 respondents), UP is Stratified Upper Socio-Economic Population (50 respondents or 5.4% of the sample).

Mean scores are useful in establishing rank order. Scores from 1 to 2.5 indicate agreement responses while those from 2.5 to 5 indicate disagreement on the Likert scale. Very low or very high scores can be interpreted to indicate consensus. Scores close to 2.5 can indicate either a balance of opposite views, a majority without opinion, or an ambiguous question.

Ranked by GP Mean.

TABLE 40
A PUBLIC MANDATE FOR COUNSELING SERVICES

Question	Response	Response Data By Group			
		GP		UP	
		N	%	N	%
42. Good counseling and guidance services are desirable for adults as well as young people who attend college.	agree strongly.....	738	80	40	80
	agree partly.....	131	14	10	20
	no opinion.....	40	4	0	0
	disagree partly.....	7	1	0	0
	disagree strongly.....	4	0	0	0
	Total	920	100	50	100

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TABLE 42
STATE RESPONSIBILITY FOR FINANCING
HIGHER EDUCATION IN UNIVERSITY BRANCHES

Question	Response	Response Data By Group			
		GP		UP	
		N	%	N	%
45. It is primarily the states' responsibility to finance higher education in Ohio, rather than the local community.	agree strongly.....	378	41	16	32
	agree partly.....	265	29	18	36
	no opinion.....	126	14	1	2
	disagree partly.....	101	11	8	16
	disagree strongly.....	50	5	7	14
	Total	920	100	50	100
46. The State should provide more money to develop opportunities in two year Associate Degree programs which can be completed at the local branch campus.	agree strongly.....	504	55	21	42
	agree partly.....	233	25	21	42
	no opinion.....	128	14	5	10
	disagree partly.....	32	3	2	4
	disagree strongly.....	23	2	1	2
	Total	920	100	50	100
47. State financial aid helps pay part of the cost of all educational programs at the Branch except informal adult education. Would you agree that some subsidy should also be provided for informal adult education?	agree strongly.....	240	26	6	12
	agree partly.....	222	24	11	22
	no opinion.....	148	16	5	10
	disagree partly.....	135	15	11	22
	disagree strongly.....	175	19	17	34
	Total	920	100	50	100

Note:

GP is General Population (920 respondents), UP is Stratified Upper Socio-Economic Population (50 respondents or 5.4% of the sample).

PUBLIC EXPECTATIONS OF
A UNIVERSITY BRANCH CAMPUS

By
Francis E. Hazard, Ph.D.
The Ohio State University, 1973
Professor William D. Dowling, Adviser

Statement of the Problem

The purpose of this study was to assess expectations of the general public of a specific two-year, post-high school institution of higher education identified as a university branch. The study sought in a broad sense to determine, insofar as they affected the role and mission of the university branch, (1) the public image of the university branch under study; (2) the broad purposes and needs to be fulfilled; and (3) the organizational plans, policies, and issues affecting the institution.

Methods and Procedures

Utilizing a random sample cross-section of 920 adults in Tuscarawas County, Ohio, the study gathered data by means of a special questionnaire which was designed to obtain personal interviews in the respondents' households. Basic statistical procedures were applied to the data to obtain summary tabulations and to check the validity of the sample against census data. Cross-tabulations were made with 17 demographic variables against 77 questions. The chi-square test was applied to examine the presence of dependent relationships. A stratified sample of community upper-socio-economic influence group was selected from the sample for response comparisons with the general public.

Conclusions

Based on the research population applicable to the specific university branch campus of this study, several conclusions were drawn. A majority of the general public exhibits the following expectations or characteristics: high awareness of the branch campus; high confidence in the educational services of the branch; preference for affiliation with the parent institution; willingness to vote for a local capital improvements tax levy; satisfaction with the branch in meeting community needs; dissatisfaction with high tuition as a barrier to access; a perception of the branch campus as the sole opportunity for access to higher education; a preference for "general knowledge" as the highest ranking personal reason for going to college; high expectation for comprehensiveness of the branch in terms of programs, services, and facilities; a perception of the most important reason for offering programs, services, or courses: "to enable adults to continue an education that may have been interrupted in life"; a perception of the second most important reason: "to make the same programs available in the evening to the part-time working adult as are available to day time students"; a self-perception as an adult participant if offered a topic of interest at a convenient time; a tendency to confirm certain of Havighurst's Developmental

Tasks as appropriate educational objectives for the branch campus; a preference for both associate degree and baccalaureate degree programs; support for associate degree programs in health careers, business careers, engineering technology careers, and social service careers; willingness to recommend remedial programs for intellectually able youth and adults; general support for the open-door admission policy; general support for affiliation with the parent institution in preference to a local, autonomous governing board; a preference for the use of advisory committees to help the university set objectives, priorities, purposes, programs, and services; preference for integrated technical and general education on the same campus under the auspices of the university branch; preference for the existing branch organizational pattern which designates affiliation with Kent State University and governance by the parent institution trustees; an expectation of the state to assume responsibility for financing higher education; a preference to encourage more students to begin studies on the smaller two-year commuter campuses; an expectation that those held accountable for student conduct, personal, and property rights of others should rank in the following order: students, parents and guardians, college administrators and faculty, student leaders, police, sheriff, and highway patrol; approval of discussion of controversial topics in college classes; an inclination to rank access opportunity factors as follows: variety of program choices, low cost, convenience, personal attention, and admission to any high school graduate.

Hard copy or film xerox copies may be obtained from:

University Microfilms, Xerox Education Co.
300 North Zeeb Road
Ann Arbor, Michigan 48106

phone 313-761-4700

Other inquiries may be directed to:

Francis E. Hazard, Ph.D.
Kent State University
Tuscarawas Campus
University Drive N.E.
New Philadelphia, Ohio 44663

phone 216-364-5561